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Impact of Time Management Behavior on Undergraduate Student's Performance of Pokhara University

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Abstract

This study examines the time management behavior on undergraduate student's performance of Pokhara University. Academic performance is the dependent variable. The selected independent variables are study time, time utilization, goal setting, stress management, technology use. The primary sources of data is used to assess the opinions of respondents regarding study time, time utilization, goal setting, stress management, technology use. The study is based on the primary data of 120 respondents. To achieve the purpose of the study, structured questionnaire is prepared. The correlation and multiple regression models are estimated to test the significance and importance of time management behavior on undergraduate student's performance of Pokhara University.

The study showed a study time is positively correlated to academic performance. This means that higher the level of study time, higher would be the academic performance. Similarly, Time utilization is positively related to academic performance indicating that higher the level of time utilization, higher would be the academic performance. Likewise, goal setting has positive relationship with academic performance. It shows that goal setting leads to an increase in the academic performance. Similarly, stress management has positive relationship with academic performance. It reveals that higher the level of stress management, higher would be academic performance. The result shows that there is positive relationship between technology use and academic performance. It shows that an increase in the level of technology leads to the increase in the academic performance.

Keywords: study time, time utilization, goal setting, stress management, technology use, academic performance

1. Introduction

Time management plays a vital role in improving student's academic performance and achievements. The secret to achieving success in life is effectively managing this resource that everyone possesses equally and paying sufficient emphasis to planning (Macan *et al.,* 2000). The high performance required by competitive conditions forces organizations and directors to use time effectively and stipulates the search to control time (Alay & Koçak, 2003). The study will help to make some decision about changes we would like to make to use our time more effectively (Noftle *et al.,* 2007).

In spite of knowing about the impact of time on academic achievement, the relationship is not given importance by the students (Sevari & Kandy, 2011). At higher education level the study schedule must properly planned, implemented and controlled for better results. Emphasizing time also helps to develop cost effective educational policies by the authorities especially at higher education level (Kaushar, 2013). Akomolafe (2005) stated that time really cannot be managed because it cannot be slowed down, speed up or

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manufactured. Academic performance is the outcome of education, that is, the extent to which a student, teacher or institution has achieved their educational goals.

Knaus (1996) defined that students may be overwhelmed by the task to the extent of putting off academic assignments till later date, or spending a great deal of time with friends and on social activities, or worrying about upcoming examination, class project and papers rather than completing them. Time wasting is misconception, he says. Knaus (1996) stated that when one sits day-dreaming, staring into space, looking at pictures of one's boyfriend/ girlfriend instead of doing the task, time is wasting. Sometimes the environment is noisy and sometimes one sits/lay on the bed to study or do assignments.

However, it seems everybody procrastinates the grade point average system, as an indicator of the students' academic performance, is used in many countries around the world (James & Chilvers, 2001). The factors that influence students' academic performance needs to be identified and improved by university management, faculty and students in order to deliver superior academic performance (Womble, 2003). Some factors can be cited as the barriers to students' high performance during the stay at the university. These factors may be categorized as a cognitive and learning factors, social activities, job responsibilities (Devadoss & Foltz, 1996). According to Sansgiry *et al.* (2006), the various factors cited by previous researchers, cognitive and learning issues for example, time management skills play a significant role in achieving students' academic performance. According to Trueman and Hartley (1996), time management is positively related to academic performance.

Academic performance is also influenced by motivational forces as researchers found motivation is positively related to their academic performance (Vansteenkiste *et al*., 2005). Afzal (2010) stated that students' motivation plays an important role in higher education considering the importance of superior academic performance in their professional life. The factors such as social isolation, huge academic pressure; financial difficulties and homesickness are some of the problems faced by university students nowadays (Fisher & Hood, 1987). Social support, as commonly believed to be the source of external motivation, serves as a buffer against these stressors. Perceived social support is expected to contribute to the better academic performance by reducing the pressure of academic life (Lakey & Cohen, 2000). Besides that, socio- economic status or the financial position of the family and the students' academic success have proven a positive relation, which could be one of the external motivation factors as explained by many researchers (Caro, 2009). Cohan and Khan (2010) stated that the parents' contribution to their children's education has a constant and constructive effect on educational achievement.

Time management is extremely important, especially when it comes to university students because it will boost their grades and enhance their productivity (Laurie & Hellsten, 2002). However, most of the time students face problems like task aversion and uncertainty, so they start to procrastinate because they lack organizational skills. As a result, students will not be able to organize duties according to their priorities, so they get distracted easily, ending up procrastinating. Time management is quite essential to any university student, and it is one of the keys to higher academic achievements (Kelly, 2004).

In the relevant literature there are great number of academic studies focusing on the relation between time management and academic achievements. The related literature

showed that the time management attitude and skill levels of university students and the effects of these skills on their academic achievement. The study revealed that a majority student possesses moderate level time management skills and only a significantly small portion has high level time management skills (Yilmaz *et al*., 2006). Time management skills affect their academic achievement at a significant level and the skills are one of the predictors of academic performance. (Lisa & Robert, 2008).

Claessens *et al*. (2007) demonstrated that time management behaviours relate positively to perceived control of time, job satisfaction, and health, and negatively to stress. The relationship with work and academic performance is not clear. Time management training seems to enhance time management skills, but this does not automatically transfer to better performance. Time management practices have been proven to be some of the top indicators toward achieving a high level of academic success and performance.

Issa *et al.* (2012) recommended that everyday reading activities in which students engage influence their studying skills and subsequent academic performance. There is a general sense in which one appreciates the link between good habits of reading and the academic performance of students generally. Time management is extremely important, especially when it comes to university students because it will boost their grades and enhance their productivity (Laurie & Hellsten, 2002). Similarly, Drain *et al*. (2012) found that the results of their study on high school students that intelligent use of electronic devices improves academic performance measured via GPA & standardized test scores; results specifically showed that students who reported spending more time using their electronic devices for academic purposes did better in school than those who claimed they used their devices for other purposes.

In the context of Nepal, According to Bhandari *et al.* (2017), internet addiction or sleep quality precedes that of depressive symptoms, are necessary to build upon our understanding of the development of depressive symptoms in students. Likewise, Neupane and Gurung (2021) found that father's employment nature and family expenditure level were found to be the most significant determinants of academic achievement of students. Poudels *et al.* (2020) found that there is a significant relation between depression, anxiety and stress parental education, family history of psychiatric disorders, self-esteem, and academic performance.

Khatri *et al*. (2021) found that students reported positive attitude towards online classes, there are serious challenges of power backup or alternative power supply, poor connectivity, unfamiliarity of digital platforms and poor ICT skills among students. Devkota and giri (2020) found that a great proportion of students met criteria for poor sleep quality, internet addiction and depression. Internet addiction and sleep quality both mediated a significant proportion of the indirect effect on depressive symptoms. Shrestha and Jeong (2021) found that there is a positive as well as negative aspects of using social network sites on the life university students that helps to build an understanding of role of technology in their life. Adhikari (2023) found that financial benefits and peer influences may not have as big of an impact on management graduates' professional career planning as personal interest, family related factors and motivation to work.

The above discussion shows that the empirical evidence varies greatly across

the studies in the context of the time management behavior on undergraduate student's performance. Though there are above mentioned empirical evidence in the context of other countries and in Nepal, no such findings using more recent data exist in the context of Nepal. Therefore, in order to support one view or the other, this study has been conducted.

The major objective of the study is to examine the time management behavior on undergraduate student's performance of Pokhara University. Specifically, it examines the relationship of study time, time utilization, goal setting, stress management, technology use with academic performance of Pokhara University.

The remainder of this study is organized as follows: section two describes the sample, data, and methodology. Section three presents the empirical results and final section draws the conclusion.

2. Methodological aspects

The study is based on the primary data. The data were gathered from 120 respondents through questionnaire. The respondents' views were collected on study time, time utilization, goal setting, stress management, technology use and academic performance. This study is based on descriptive as well as causal comparative research designs.

The model

The model used in this study assumes that academic performance depends upon time management of undergraduate student of Pokhara University. The dependent variable selected for the study is academic performance. Similarly, the selected independent variables are study time, time utilization, goal setting, stress management, technology use. Therefore, the model takes the following form:

More specifically,

$$AP = \beta_0 + \beta_1 ST + \beta_2 TU + \beta_3 GS + \beta_4 SM + \beta_5 TUU + e$$

Where

ST = Study time

TU = Time utilization

GS = Goal setting

SM = Stress management

TUU = Technology use

AP = Academic performance

Study time was measured using a 5-point Likert scale where respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "Being able to prioritize tasks effectively significantly contributes to my academic success", "Having a well-defined study schedule positively impacts my academic performance" and so on. The reliability of the items was measured by

computing the Cronbach's alpha (α = 0.833).

Time utilization was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "Being able to utilize my time wisely directly correlates with my ability to achieve academic goals", "Poor time utilization often leads to insufficient study time and lower academic performance" and so on. The reliability of the items was measured by computing the Cronbach's alpha (α = 0.855).

Goal setting were measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "Setting clear and specific academic goals improves my overall academic performance", "Regularly setting realistic academic goals motivates me to strive for higher levels of achievement", and so on. The reliability of the items was measured by computing the Cronbach's alpha (α = 0.865).

Stress management competence was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "Effective stress management techniques positively influence my academic performance", "High levels of stress negatively impact my ability to focus and perform well academically" and so on. The reliability of the items was measured by computing the Cronbach's alpha (α = 0.832).

Technology use was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "Regularly using technology for educational purposes enhances my academic performance", Being proficient in utilizing educational technology tools positively correlates with my academic success." and so on. The reliability of the items was measured by computing the Cronbach's alpha (α = 0.864).

Academic performance use was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "My academic performance reflects my understanding of the course material",*"*I am confident that my academic performance will positively impact my future goals and aspirations." and so on. The reliability of the items was measured by computing the Cronbach's alpha (α = 0.883).

The following section describes the independent variables used in this study along with the hypothesis formulation.

Study time

According to Palani (2012), reading habit is an essential and important aspect for creating a literate society in this world. Singh (2011) found that girls and boys differ significantly in their study habits and academic achievement. According to Dadzie (2008), reading ability to understand words contained in a document and make use of the knowledge for personal growth and development. Caro (2009) found that books yield their best to you, if you read them at the age at which each particular masterpiece can ideally be chewed and digested. There is little knowledge about everyday reading practices of tertiary education

students and how these practices affect their academic achievement. Macan *et al.* (2000) found that reading is the act of getting meaning from printed or written words, which is the basis for learning and one of the most important skills everyday lives. Based on it, this study develops the following hypothesis:

H_1: There is a positive relationship between study time and academic performance.

Time utilization

Time management plays a vital role in improving student's academic performance and achievements. Each and every student should have time management ability which includes setting goals & priorities, using time management mechanism and being organized in using time. The study help to make some decision about changes we would like to make to use our time more effectively (Noftle *et al.,* 2007). Time management practices have an impact on the results of students as empirical studies done by past researchers (Sevari & Kandy, 2011). Emphasizing time also helps to develop cost effective educational policies by the authorities especially at higher education level (Kaushar, 2013). The high performance required by competitive conditions forces organizations and directors to use time effectively and stipulates the search to control time (Alay & Koçak, 2003). The secret to achieving success in life is effectively managing this resource that everyone possesses equally and paying sufficient emphasis to planning (Macan *et al.,* 2000). Based on it, the study develops the following hypothesis:

H_2: There is a positive relationship between time utilization and academic performance.

Goal setting

The specific way that goals are implemented differs between traditional goal-setting efforts and gamification. Womble (2003) found that people will be motivated to strive towards goals. This study is effective due to the psychological process of self-regulation which acts as a mediator (i.e., intermediary causal process) between set goals and performance (Kanfer & Ackerman, 1989). The goal provides the individual a measure for "excellent" performance against which to judge his or her own performance. (Trueman and Hartley, 1996). The individual can subsequently alter his or her behavior in order to reduce the discrepancy between the performance and the goal (Latham & Locke, 1991). Goal-setting interventions are considered to be among the most powerful motivational interventions, found to be effective across many situations and tasks (Locke & Latham, 2002). The effects of goal setting on self-regulation are consistent across a range of outcomes (Locke & Latham, 2002). Based on it, the study develops the following hypothesis:

H_3: There is a positive relationship between goal setting and academic performance.

Stress management

Learning and memory can be affected by stress. Students are the people who are going to grow up and matters to the world. These problems which may be termed as stressors can be categorized as academic, financial, time or health related, and self-imposed (LeRoy, 1988). Issa *et al.* (2012) found that there has been a lot of wakening in society and academia in particular about the effects of stressors resulting in making the topic interesting and serious

enough. Stress not well managed this factor could cause/create positive as well as negative consequences according to the level of stress experienced by the students and society as a whole (Stevenson and Harper, 2006). Numerous other studies have found a relationship between stress and poor academic performance (Clark and Rieker, 1986). Based on it, the study develops the following hypothesis:

H_4: There is a positive relationship between stress management and academic performance.

Technology use

Cheng *et al.* (2015) found that the students' long term knowledge retention in a technology enhanced classroom subsequently influenced learning outcomes; and students who use technology outperform in engagement and achievement. Womble (2003) found that through the use of technology, students were able to achieve a greater level of direct engagement with the proposed content, which in turn improved overall achievement. Kelly (2004) found that students who used technology in classrooms reported higher participation rates, more interest in learning, and a greater motivation to perform well as compared to the students who did not use technology. Based on it, the study develops the following hypothesis:

H_5: There is a positive relationship between technology use and academic performance.

3. Results and discussion

Correlation analysis

On analysis of data, correlation analysis has been undertaken first and for this purpose, Kendall's Tau correlation coefficients along with mean and standard deviation has been computed and the results are presented in Table 1.

Table 1

Table 2.9: Kendall's correlation coefficients matrix

This table presents Kendall's Tau coefficients between dependent and independent variables. The correlation coefficients are based on 120 observations. The dependent variable is AP (Academic performance). The independent variables are ST (study time), TU (time utilization), GS (goal setting), SM (stress management), and TUU (technology use).

Variables	Mean	S.D.	AP	ST	TU	GS	SM	TUU
AP	3.868	0.798	1					
ST	4.063	0.694	0.699**	1				
TU	3.8417	0.711	0.534**	0.453**	1			
GS	3.865	0.720	0.660**	0.641**	0.640**	1		
SM	3.958	0.735	0.514**	0.505**	0.453**	0.682**	1	
TUU	3.995	0.762	0.570**	0.512**	0.499**	0.641**	0.565**	1

Notes: The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent level respectively.

The table shows the Kendall's Tau correlations coefficients of dependent (Academic performance) and independent (Study time, time utilization, intellectual goal setting, stress management and technology use) variables for Nepalese commercial banks. The result shows

that study time is positively correlated to academic performance. This means that higher the level of study time, higher would be the academic performance. Similarly, Time utilization is positively related to academic performance indicating that higher the level of time utilization, higher would be the academic performance. Likewise, goal setting has positive relationship with academic performance. It shows that goal setting leads to an increase in the academic performance. Similarly, stress management has positive relationship with academic performance. It reveals that higher the level of stress management, higher would be academic performance. The result shows that there is positive relationship between technology use and academic performance. It shows that an increase in the level of technology leads to the increase in the academic performance.

Regression analysis

Having indicated Kendall's Tau correlation coefficients, the regression analysis has been carried out and the results are presented in Table 2. More specifically, it presents the regression results of study time, time utilization, goal setting, stress management and technology use on the impact of time management behavior on the performance of undergraduate student of Pokhara University.

Table 2

Estimated regression results of study time, time utilization, goal setting, stress management and technology use on the impact of time management behavior on the performance of undergraduate student of Pokhara University

The results are based on 120 observations using linear regression model. The model is AP= $\beta_0 + \beta_1$ ST+ β_2 TU+ β_3 GS + β_4 SM + β_5 TUU + ε, where the dependent variable is AP (Academic performance). The independent variables are ST (study time), TU (Time utilization), GS (Goal setting), SM (Stress management) and TUU (Technology use).

Model	Intercept	Regression coefficients of					Adj. R_bar^2	SEE	F-value
		ST	TU	GS	SM	TUU			
1	0.221 (0.812)	0.898 (13.603)**					0.607	0.50013	185.040
2	0.856 (2.970)*		0.784 (10.634)**				0.607	0.50013	185.040
3	0.238 (1.118)			0.939 (17.336)**			0.716	0.42557	300.524
4	0.479 (1.938)				0.856 (13.932)**		0.619	0.49281	194.112
5	0.626 (2.530)*					0.812 (13.327)**	0.597	0.50638	177.609
6	0.137 (0.502)	0.731 (6.368)**	0.198 (1.771)				0.614	0.49567	95.761
7	0.074 (0.317)	0.241 (1.978)*	0.049 (0.484)	0.778 (6.741) **			0.721	0.42197	103.235
8	0.045 (0.192)	0.218 (1.787)	0.112 (1.027)	0.669 (5.020)**	0.198 (1.597)		0.724	0.41918	79.099
9	0.045 (0.192)	0.122 (0.967)	0.132 (1.236)	0.715 (5.422)	0.028 (0.182)	0.297 (2.435)*	0.735	0.41047	67.177

Note:

1. Figures in parenthesis are t-values.
2. The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent level respectively.
3. Academic performance is the dependent variable.

Table 2 shows that the beta coefficients for study time are positive with academic performance. It indicates study time has a positive impact on academic performance. This finding is consistent with the findings of Macan *et al.* (2000). On the other hand, the result shows that the beta coefficients for time utilization are positive with academic performance. It reveals that time utilization has a positive impact on academic performance. This finding is consistent with the findings of Kaushar (2013). Similarly, the beta coefficients for goal setting are positive with academic performance. It indicates that goal setting has positive impact on academic performance. This finding is consistent with the findings of Locke & Latham (2002). The result also reveals that the beta coefficients for stress management are positive with academic performance. It reveals that stress management has positive impact on academic performance. This finding is consistent with the findings of Issa *et al.* (2012). Likewise, the beta coefficients of technology use are positive with academic performance. It reveals that technology use has positive impact on academic performance. This finding is consistent with the findings of Kelly (2004).

4. Summary and conclusion

Time management is a crucial skill for academic performance, involving the ability to plan, prioritize, and execute tasks efficiently within a given timeframe. Effective time management encompasses creating a structured schedule that allocates specific times for studying, attending classes, and completing assignments, helping students anticipate deadlines and allocate sufficient time to each task. It also involves determining the most important tasks and focusing on them first, ensuring that critical assignments and study sessions receive the necessary attention. Proper time management becomes important in education especially at higher levels because it suggests among other factors, how fast manpower can be available in the life of a nation.

This study attempts to examine the time management behavior on undergraduate student's performance of Pokhara University. The study is based on primary data of 120 respondents.

The major conclusion of this study is that higher the study time, time utilization, goal setting, stress management and technology use higher would be the academic performance. The study shows that study time, time utilization, goal setting, stress management and technology use are positively correlated to academic performance. This indicates that proper study time, time utilization, goal setting, stress management and technology use leads to academic performance of Pokhara University students.

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