Exploring the Relationship between Time Management Skills and Students' Motivation for Academic Achievement in Universities

Kiran Farzand[1] & Dr. Muhammad Arshad Tariq[2]

Abstract

The aim of the study was to explore the relationship between time management skills and students' motivation. Three null hypotheses were formulated and the correlation research design was utilized. By means of simple random sampling technique, four hundred students were selected. Data were collected using the questionnaire. Reliability of the research tool was calculated with the help of Cronbach Alpha and it was .93. Pearson "r" was employed to analyze the collected data. It was concluded that a significant and positive correlation was found between the variables of time management skills and motivational techniques of students. Therefore, it is suggested that extrinsic motivational techniques such as some training and counselling sessions for students may be arranged to develop the efficient time management for improving their academic achievement in universities.

***Keywords*:** Time management skills, motivation

[1] M.Phil. Government College University, Faisalabad. Email: kirankhanmm@gmail.com

[2] Assistant Professor, Government Postgraduate Islamia College, Faisalabad. Email: arshadtariqphd@gmail.com

Relationship between Time Management Skills and Students'
Motivation for Academic Achievement in Universities

Introduction

There are many study skills and the time management is one of the most basic and significant skill for getting success in the academic activities. Academic activities include the class projects, academic readings (books, journals & articles), assignments, presentations, laboratory work, library visits, field trips and exams that come in each and every semester or year (Levin, 2007; Sharma, et al., 2017). Time management is way to regulate or schedule the time (Van Blerkom, 2009) for a semester or year. Principally in academic discipline, it is the ability to complete the study and assigned tasks on time in order to achieve high grades and cumulative grade point average (Adams & Blair, 2019). In recent years, the problem-based learning process encourages that students must take the responsibility for self-regulated and self-learning process (Den, 2006). Time management by students means less stress and anxiety, greater efficiency, increased output and better grades (Morris, 2011). Post-graduation is a level of education where students' time management skills are highly valuable for learning and accomplishing novel tasks and ideas. They may project their product to humanity and marketplace. Because, rapid changes are happening in every field of life and the students' product will be futile and useless. To avoid this, the time must be managed by the students. Actually it is not a conceptual or framing the time but a practicing the time by means of time management skills of setting goals, prioritization and scheduling.

Goal-setting approach is now considered very effective for enhancing university students' performance, motivation and task completion (Acee, et. al., 2012; Baghurst, Taps & Kensinger, 2015). Whichever goals, the students set to achieve a success for a semester or year, they feel repressed, demotivated and restless. If they break down general and intended goals into more specific and smaller goals, they can achieve them within the scheduled time (Jarvis, 2006). So, the postgraduate students must formulate the goals purposefully and analytically to be effective for a semester or a program. Prioritization of academic activities by students is a process of making decision about the relative importance or urgency of tasks or a task. Certainly, students need to prepare a

schedule and manage the order in which tasks are completed (Meltzer, 2010). Preparing to do list is preferred. If students have no ability to prioritize the academics tasks, they can tend to feel overwhelmed and anxious. During the learning process, the students are interrupted by many phone calls, peers, colleagues, other irrelevant tasks which hinder their success. The students need to manage and minimized the interruptions (O' Donovan, 2013). To keep motivated the students in Pakistani universities, it is necessary to provide the training and help for minimizing their anxiety and stress of the academic courses and programs. There is a dire need to conduct an enquiry which highlight the issues. So, the current study focused on to explore the relationship between time management skills and students motivation at postgraduate level in universities in Punjab, Pakistan. The major objective of the study is to explore the correlation between time management skills and students' motivation at postgraduate level in universities. To achieve the intended objective, following hypotheses were formulated.

Ho1: There is no significant correlation between time management and motivation of students at university level.

Ho2: There is no significant correlation among the indicators of time management of students at university level.

Ho3: "There is no significant correlation among the indicators of motivation of students at university level"

The findings of the research would be beneficial for the students and teachers of postgraduate programs of universities how to manage their time effectively and purposefully. Further, the conclusions would be helpful for policy makers of higher education to adjust these techniques in the curricula and training programs of the teachers of universities to help the students in time management skills.

Methodology

The study utilized the correlation research design. The research contained all the students who were enrolled in public sectors universities of the city Faisalabad. There were 182 male

Relationship between Time Management Skills and Students'
Motivation for Academic Achievement in Universities

and 218 female students were selected through simple random sampling technique. So, four hundred students were the total sample of the study. Questionnaire was prepared keeping in view the variables of time management and motivation. The dependent variable was students 'performance. The data were collected using the questionnaire. There were two variables, time management techniques and motivation. The dependent variable was performance of students. In the section of time management skills, it had 34 items with 5 factors named, goal setting, prioritization, managing interruption, procrastination/ postponement, and scheduling. In the section of motivational techniques, it comprised on 19 items with 6 indicators named, intrinsic motivation, curiosity, independent mastery, extrinsic motivations, pleasing teacher and independence of Teacher. The overall reliability of the instrument was determined with the help of Cronbach Alpha and it was .93. The validity of the questionnaire was determined by the using the experts' opinions. The data were collected by the researchers by means of using the survey technique. The software SPSS version 20 was used for data analysis.

Data Analysis

Table 1

Correlation between time management and Motivation of Students

Indicators	1	2
1. Time Management Skills	1	
2. Motivation	.271**	1

**$p<0.01$, N=400

In table 1, Pearson r was applied to investigate the correlation between time management skills and motivational techniques. The results revealed that a significant and positive correlation was found between the variables of time management skills and motivational techniques of students as p value (.000). The value of Pearson r (.271) found a weak correlation between the

Kiran Farzand & Dr. Muhammad Arshad Tariq

two variables. Hence, the null hypothesis No 1 that, "There is no significant correlation between time management and motivation of students in universities", was rejected.

Table 2
Correlation among the Indicators of Time Management of Students

Indicators	1	2	3	4
Goal Setting	1			
Prioritization	$.800^{**}$	1		
Manage Interruptions	$.669^{**}$	$.770^{**}$	1	
Postponement	$.691^{**}$	$.776^{**}$	$.716^{**}$	1
Scheduling	$.632^{**}$	$.703^{**}$	$.635^{**}$	$.732^{**}$

**p<0.01, N=400

In table 2, Pearson r was applied to investigate the correlation among the indicators of time management skills. The results revealed that a strong, positive and significant correlation among all the variables of time management skills of students as p value <0.01. The indicator of goal setting and prioritization of students had the value of Pearson r (.800). There was a strong positive and significant correlation between goal setting and managing interruptions as Pearson r value (.669). A strong positive and significant correlation was found between goal setting and managing interruptions as Pearson r value (.669). A strong positive and significant correlation was found between goal setting and postponement as Pearson r value (.691). A strong positive and significant correlation was found between goal setting and scheduling as Pearson r value (.632). It was inferred that when the university students set their goals, they manage priority of their academic tasks, handle interruptions, reduce delay of the work and set and complete the educational activities as schedule. Hence the null hypothesis No 2 that, "There is no significant correlation among the indicators of time management of students at university level" was rejected.

Relationship between Time Management Skills and Students'
Motivation for Academic Achievement in Universities

Table 3

Correlation among the Indicators of Motivation of Students

Indicators	1	2	3	4	5
Intrinsic Motivation	1				
Curiosity	.03	1			
Independent Mastery	.09	.58**	1		
Extrinsic Motivation	.239**	.045	.174**	1	
Pleasing Teacher	.026	.009	.011	.487**	1
6. Dependence	-.042	.033	.061	.376**	.632**

**p<0.01, N=400

In table 3, Pearson r was applied to examine the correlation among the indicators of motivational techniques. The results revealed that a weak, positive and significant correlation between the variables of intrinsic motivation and extrinsic motivation of students as r = .239, p value <0.01. The indicator of curiosity and independent mastery of students had strong positive and significant correlation as the value of Pearson r (.585, p<0.01). There was a weak, positive and significant correlation between extrinsic motivation and independent mastery as Pearson r value (.174, p<0.01). A moderate positive and significant correlation was found between extrinsic motivation and pleasing teacher as Pearson r value (.487, P<0.01). A moderate positive and significant correlation was found between extrinsic motivation and dependence on teacher as Pearson r value (.376, P<0.01). A strong positive and significant correlation was found between pleasing teacher and dependence on teacher as Pearson r value (.632, P<0.01). It was concluded that when the university students get motivated to their studies and set their goals, they become intrinsically as well as extrinsically motivated, showed curiosity towards learning and with their class mates. The students got self-motivated and showed less dependence on their teachers. The teachers observe mastery of learning among the students and pleased with them. Hence, the null hypothesis No. 3 that, "There is

Kiran Farzand & Dr. Muhammad Arshad Tariq

no significant correlation among the indicators of motivation of students at university level" was rejected.

Conclusions & Discussion

It is concluded on the basis of the findings that there is a significant correlation between time management skills and motivation of students. Furthermore, it is concluded that a strong, positive and significant correlation is existed among all the variables of time management skills of students. The indicators of goal setting, prioritization, managing interruptions and scheduling motivate the students for the improvement of their grade point average in the semester and a year. Coursework, projects and exams during the academic sessions are classic stressor (Rugg, Gerrard & Hooper, 2008) which can be minimized by motivating the students with the help of managing the time.

Recommendations

1. There should be training sessions to handle the effective management of time by postgraduate students in the universities.

2. The factors that lead to students' motivation may be explored in future researches.

Relationship between Time Management Skills and Students'
Motivation for Academic Achievement in Universities

References

Acee, T. W., Cho, Y., Kim, J., & Weinstein, C. E. (2012). Relationship among properties of college   students' self-set academic goals and academic achievement. *Educational Psychology: An   International   Journal   of Experimental Educational Psychology*, 32(6), 681-698.

Adams, R. V., & Blair, E. (2019). Impact of time management behaviors on undergraduate   engineering   students' performance. *Sage Open*, 9(1), 1-11.

Baghurst, T., Tapps, T., & Kensinger, W. (2015). Setting goals for achievement in physical   education setting. *Strategies*, 28(1), 27-33.

Den, M. N. (2006). The relation between self-regulated strategies and individual study time,   prepared   participation   and achievement in a problem based curriculum. *Active Learning in   Higher Education*, 7(2), 155-169.

Jarvis, M. (2006). *Sport psychology: A student's handbook*. London: Routledge.

Levin, P. (2007). *Skillful time management*. Berkshire: Open University Press.

Meltzer, L. (2010). *Promoting executive functions in the classroom*. London: The Guilford Press.

Morris, A. (2011). *Time Management & Organizational Skills for Students (And Their Parents Too): An Organized Student Means Less Stress, More Free Time, and Better Grades.* Create Space Independent Publication:

O'Donovan, K. (2013). *The entrepreneur's guide to time management*. Bloomington: Booktango.

Rugg, G., Gerrard, S., & Hooper, S. (2008). *The stress-free guide to studying at university: A student's guide toward a better life*. London: SAGE.

Sharma, A., Van, B. H., & Ramsay, C. (2019). The influence of time on the decisions that students make about their academic reading. *Active Learning in Higher Education*, 20 (1), 79-92.

Van Blerkom, D. L. (2009). *College study skills: Becoming a strategic learner*. USA: Wadsworth. Cengage Learning.