

Gender Based Comparative Study of Time Management Skills at University Level

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Abstract

Management has been studied and part of the literature since early twentieth century. Effective time management is associated with greater academic performance and lower levels of anxiety in students however, many students find it hard to find a balance between their studies and their day-to-day lives. This article examines the self-reported time management behavior of students on the basis of gender at the university level. The study was conducted to find out the time management skills on the basis of gender. A population of 528 students male and female of education department enrolled at session 2021 NUML University Islamabad is the population. Data were collected through questionnaire and analyzed by SPSS. Disproportionate random sampling technique were applied. The findings reveal that male have great time management skills then females.

Keywords: Self-reported, Management Behavior's, Management Skills.

1.1 Introduction

Managing time being a student is as important as later in life. It is essential for students to manage their time in daily activities (Abban, 2011). Time management is the process of organizing and planning how to divide your time between specific activities. Good time management skills enable you to do your work smarter so that you can do more work in less time. When you have good time management skills you can do your work properly and effectively. We can say time management is the process of planning and organizing to one's own activities in order to reach their goals in an effective and productive way. Time management plays an important role for university students, because the ability to priorities is the key to maintaining a harmonies and balanced life style. Good time management brings plentiful benefits that will make things easier for us.

Time management is important in the sense that it teaches people how to manage their lives and time effectively. In our daily life, we have got only twenty-four hours in a day. Therefore we cannot do everything in one day. This creates limitations in our everyday work. In order to

Gender Based Comparative Study of Time Management Skills at University Level

manage work, social life and sleep, division of time is important. In a particular way division of time is the need. This will help the person to complete all his tasks. You should write your tasks in a schedule. Chaturvedi (2016) argues that time allocation; especially for university students is quite essential as it help to enhance their productivity and grades. We need to prioritize the time according to the importance of things. By prioritizing activities, one can use time appropriately. When we have effective time management skill it lead to high performance.

A good student knows the importance of studies. But we should also know time never comes back. Thus students should take out time for personal development too. Since personal development is important for their proper growth. Moreover, personality development is also important for a student. Good time management skills reduce student's anxieties and stresses that enhance their learning process and improve their performance as well. So, learning the art of time management is necessity.

Effective time management is skill that people utilize out of their professional and personal lives. Managing time in universities can be challenging and yet it is very important to student's success. 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.

1.2 Rationale of study

A descriptive study was done by Rafael García-Ros, Francisco Pérez-González and Eugenia Hinojosa (2004). The main purpose of this study was to analyze the factorial structure, psychometric properties and predictive capacity for academic achievement of a scale designed to evaluate the time management skills of Spanish high school students. The result shows that, the predictive capacity of time management skills on academic achievement is examined, especially regarding the scale on Long-range planning. The results are discussed with regard to the prior study on the topic and their instructional repercussions.

The correlational research was done by *Sevil Filiz* in 2007-2008 academic term among 849 graduate students studying at "Faculty of Education of Gazi University". As a result of the research it was determined that the students are making time planning utmost and the time traps are at the lowest level; the success of the student is over the general success; there is a meaningful and positive relation between time planning and time traps and the academic achievement of the students; there is a low and positive relation between time keepings and academic achievement of the students; there is a meaningful and average relation between the time management of the students and the academic achievement of the students.

A descriptive study was done by María Alvarez Sainz and Ana M. Ferrero (2019). The main purpose of that study was the knowledge society determines a work scenario in which it is essential to manage time efficiently; a non-innate skill that should be learned at the university. The result shows that, the decisive factor is not the amount of time available but the management that is made of it. In general, students pay attention to short-term planning and lack habits and attitudes in the long term.

Correlational research was done by Muhammad Jehangir Khan (September 2020). This study investigates the effect of students' time management on their academic achievement in the higher education institutions of Islamabad. The results shows that students' self-study has

Gender Based Comparative Study of Time Management Skills at University Level

significant and positive association with their academic performance, which indicates that academic performance is increases with the increase in self-study hours.

This study is intended to assess the time management skills among university students. It is design to compare the time management skills among university student's on the basis of gender. This study is going to address the importance of time management skills in student's life especially in university students. Furthermore it was addressed how time management skills differ on the basis of qualification of the students.

1.3 Statement of the problem

This study is designed to assess the time management skills among university students. It is intended to compare the time management skills among university student's on the basis of gender. This study is going to address the importance of time management skills in student's life especially in university students. Furthermore it was addressed how time management skills differ on the basis of qualification of the students.

1.4 Research Objectives

1. To assess the time management skills of students.
2. To compare the time management skills of students on the basis of gender.
3. To compare the time management skills of students on the basis of age.

1.5 Research Questions

1. What are student's time management skills?
2. How to compare time management skills of students on the basis of gender?
3. How to compare time management skills of students on the basis of age?

1.6 Research Hypothesis

1.6.1 Null Hypothesis:

1. There is no significant difference in time management skills of student's on the basis of gender.

1.6.2 Alternative Hypothesis:

1. There is a significant difference in time management skills between male and female students.

Female students are better in time management than male students.

1.7 Significance of the Study

Time management provides every individual an opportunity to decide how to make use of this important source. It enhances ones knowledge about how to spend the time in a constructive manner. Individuals become aware of how to systematize and manage their lifestyles and not feel pressurized or overburdened due to any work.

This study was significant in many ways like it may cause the students towards adopting effective time management skills. It may be helpful for students to how they engage their time accordance with the activities. Furthermore, it was examined the effect of time management skills on students daily life and how time management skills on their academic achievement.

Gender Based Comparative Study of Time Management Skills at University Level

1.8 Literature Reviews

Time management is a skill that every student should not only know, but also apply. A lot of university students complain about running out of time when asked to do a certain task they get frustrated because they are not able to make it before the deadline. 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. As we can see, 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 research revealed that a majority student possesses moderate level time management skills and only a significantly small portion has high level time management skills (Yilmaz, Yoncalik & Bektaş, 2006).

The literature revealed that the students' time management skills affect their academic achievement at a significant level and the skills are one of the predictors of academic performance. The relevant literature suggested that students should start to acquire time management senses on their own in their primary school years by reading materials on the issue or via the framework of psychological counseling and guidance studies applied in schools and adopt effective time management attitudes and techniques to determine how and where they spend their time (Lisa & Robert, 2008). The various group of students who exploited time-saving proficiencies notably had rich academic achievement. They accomplished those students who do not use time saving techniques in their educational surrounding having significantly lower academic as compared to results students who employ time-management tactics have considerably higher achievement (Mercanlıoğlu, 2010).

Grave (2011) conducted that student "time allocation has positive effect on undergraduate students grades. Spending sufficient time in studying and working as teacher assistant or tutor have positive effect on their grades. Serving as a teacher assistant and attending all classes needs high level of motivation achieved through the role of time allocation. Besides, Oğundipe & Falade (2014) investigated the influence of students time allocation and academic achievement while focusing on time consumed on self-study, course attendance, seminars attendance and involvement in group study. Their findings reveal that attending courses, seminars and self-study are positively associated with academic performance.

Miqdadi et al. (2014) investigated the relationship between time management and academic performance of students by considering procrastination, workload pressure, distraction and disorganization as important factors. The study found successful students are good time managers. George et al. (2008) find that among these factors, time management is the most influential factor of academic achievement and significantly correlated with success. Ali et al. (2013) also determined the factors affecting academic performance of students. Students

Gender Based Comparative Study of Time Management Skills at University Level

grade is used as dependent variable whereas age, gender, schooling, faculty, tuition trend, daily study hours, parents socio-economic background, medium of schooling, residential area and accommodation trend are used as independent variables. The study found that daily study hours and socioeconomic status have significant relationship with academic performance.

Khatib (2014) examined the relationship between time management and perceived stress. The findings of the study showed negative relationship between time management and perceived stress. Female students reported higher time management than male students. Pehlivan (2013) also determined the influence of time management skills on student's grades. The study shows that the students of Karadeniz technical institute have moderate level of time management. With respect to gender variable, females are good time managers, and they have high grades than male students. Bratti and Staffolani (2013) found the impact of lecture attendance and self-study on the academic achievement of undergraduate students. Their results show that only lecture attendance is positively significant with performance of quantitative courses such as mathematics and economics and it becomes insignificant for most other courses. Similar findings are reported by Cyril (2014) and Plant et al. (2005) for Florida State University.

1.9 Theoretical Framework

The conceptual framework of study will be based on only one variable. The theoretical framework of the study will be based on "POSEC method POSEC is an acronym for Prioritize by Organizing, Streamlining, Economizing and Contributing" developed by Abraham Harold Maslow (1954). The POSEC method mirrors the principles of Maslow's hierarchy. This means that personal goals and their fulfillment are put first. Then, starting from this, the evolution through all the other levels follows. The name of the method is given by the initials of the notions that define it and which it is based on: "Prioritizing by Organizing, Streamlining, Economizing and Contributing." The 'POSEC method is a time management model encompassing the five phases which are prioritize, organize, Streamline, economize and contribute.



Figure no. 1

Gender Based Comparative Study of Time Management Skills at University Level

1.9.1 Prioritize (Goals and time)

This level includes our Goals and the Time needed to accomplish them. Prioritization refers to the fact that first of all, we must establish what our goals are. This stage provide the good opportunity for students to estimate and make sure that they allocate time with priority to those actions that lead them to their fulfillment.

1.9.2 Organize (Family and Finances)

To achieve our goals, we will have to Organize not only all the activities related to them but also those that are not directly related to our goals. All this in order to have the opportunity to do everything we set out to do in a pleasant and safe environment from all points of view (for example economic, family, environmental).

1.9.3 Streamline (Work and Chores)

For the same purpose we should be as productive as possible and increase our efficiency by streamlining the processes, especially in the case of routine activities, and by Economizing on those activities that, although enjoyable, do not necessarily help us to achieve our goals.

1.9.4 Economize (Pastimes and Socializing)

Economize refers to the time we allocate to various activities that usually have nothing to do with our goals. At this stage there **is** Pastimes and Socializing are included. Most of the time students really enjoy the activities, but they are certainly never urgent. Therefore, if you are to respect the Prioritization proposed by POSEC Method at Level 1, you should deal with them only after you have solved the tasks directly related to your goals, family, finances, or daily chores.

1.9.5 Contribute (Social Obligations)

Once we have gone through all the previous levels, we will be able to give back to our society or give something to those who may need our help. Even if the actions included here are named social obligations, it is more about the things we do for others and these things we do most of the time with all our heart. Once all this is done, we will have the opportunity to contribute to our society, that is, to share with the whole world whatever we want and is at hand.

By following these five steps students recognize the importance of time management skills in their life. Furthermore, they can manage their time according to the priorities of the works. By following these five steps students can prioritize the importance thing or works. As there is there is no significant difference in time management skills of students on the basis of gender, so following above five steps students can manage their time accordance to the priorities of work effectively.

1.10 Methodology

1.10.1 Research Approaches

The quantitative research approach was used for the purpose of conducting the study. The data was based on numerical responses that were operationalized by using statistical Analysis. The data was analyzed by objective view from the point of view of the respondents.

Gender Based Comparative Study of Time Management Skills at University Level

The nature of the research objectives and hypothesis demanded the quantitative approach to be followed.

1.10.2 Research Designs

By the method the research was descriptive and comparative style. As the research topic is dealing with the student's time management skills and the researcher is interested to compare the student's time management skills on the basis of gender, so the descriptive-comparative research was adopted to conduct the study.

1.10.3 Population

The population of the study was based on 528 students of education department enrolled at (session 2021) NUML University Islamabad.

Table 1.1

Population of the study

Sr. No	Population (Students)	n
1	Male	178
2	Female	350
	Total	528

The table 1.1 explains number of education department students enrolled at NUML university Islamabad that is total 580 (Male students are = 172 and Female students are = 198).

1.10.4 Delimitation

Due to limited time and resources this study was delimited to the education department of NUML University Islamabad.

1.10.5 Sampling Technique

The sample of the study was selected by using disproportionate stratified random sampling technique.

1.10.5 Sample Size

10% of population was selected as sample for conducting the research that was consisted of 52 students. All 52 students will be given the questionnaire to fill.

Table 1.2

Sample size of the study

Sr. No	Sample (Students)	n
1	Male	26
2	Female	26
	Total	52

The table 1.2 explains that the 10% of population is collected as a sample that is total 52 (Male students are = 26 and Female students are = 26).

Gender Based Comparative Study of Time Management Skills at University Level

1.10.6 Data Collection Tool

The "Time Management Questionnaire" that was developed by Bond, Feather (1988) was used in the research as a data collection tool.

1.10.7 Data collection

Data was collected by the researcher personally. The researcher was contacted with students personally to fill the questionnaire.

1.10.8 Data Analysis

To interpret the raw data, analysis were done using Percentage Analysis, Mean, Standard Deviation and 't' test and on the basis of findings conclusion was drawn and recommendation was made.

1.10.9 Results and Discussion

1. Comparison between male and female students' time management Skills on the basis of gender.

Gender	N	M	SD	t
Male	178	3.57	0.572	1.356
Female	350	3.51	0.541	2.145

Table 2. Difference between time management skills of students on the basis of age.

Gender	N	Mean	SD	t
Male	100	69.95	11.699	1.812
Female	378	72.42	12.243	3.101

It is observed from Table 1 that, there is significant difference between male and female students in their time management. The 't' test result reveals that female students are better than the male students in their time management. This may be due to the fact that most of the boys are spending their time to play, watching T.V. and other activities. They cannot manage their time properly. But, most of the girls are very sincere, responsible to their work. So, they are using their time effectively.

It is observed from Table 2 that, there is no significant difference between male and female students in time management skills on the basis of gender. The 't' test result reveals that the female students are better than the male students in their time management skills. In the new situation they have adopted themselves and follow the time management in proper manner.

Conclusion

It is concluded that female students are better in time management skills as compare to the male students. The comparison on the basis of age and gender shows significant difference in time management skills of students. The study also found no statistical differences between the male and female university students about perceived control of time. Both the gender takes care of the available time and utilized it efficiently and effectively. They set goals and prioritize tasks, plan and make to-do lists, organized their workplace and handle interruptions effectively and perceived that they have control over the use of their time. Many studies conducted internationally confirmed the results of this study (Adams & Blair, 2019;

Gender Based Comparative Study of Time Management Skills at University Level

Razali, Rusiman, Gan, & Arbin, 2018) while many have found significant difference regarding gender (Karakose, 2015; Kaya, Kaya, Pallos, & Küçük, 2012).

Recommendations

Following recommendations and suggestions are offered to university students by university officials.

- It is recommended that undergraduate students must study books related to time management strategies through which they will get information about the skills, strategies and practices to manage their time efficiently and effectively.
- The university officials should arrange seminars and workshops for students to make them sensitized about managing time and increase their productivity. Through this they can maintain a balance between their academic and personal lives.
- Students should recognize that managing time will help them to maximize their academic performance and quality of life. For this seek to learn skills like setting goals, prioritize the tasks on urgency basis, accomplish for short- and long-term goals, schedule and planning their activities, handling interruptions and organize workplace and have positive attitude towards use of time.

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Gender Based Comparative Study of Time Management Skills at University Level

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