

TIME MANAGEMENT AND STUDENTS' ACADEMIC PERFORMANCE OF SCHOOL OF BUSINESS STUDIES, DELTA STATE POLYTECHNIC, OGWASHI-UKU, DELTA STATE

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Abstract

The current study investigated time management and students' academic performance. The study was guided by two key specific objectives: to ascertain the relationship between social activities and students' academic performance and to ascertain the relationship between procrastination and students' academic performance from which appropriate research questions and hypotheses were formulated. The study adopted survey design and the research instruments for data collection was the structured questionnaire. The population of the study was 582 students from human resource management and market department. A sample size of 237 was determined from the population using Taro Yamane's formula. Cronbach Alpha was used in testing the validity and the reliability of the research instrument. The hypotheses were tested using regression model. The findings reveal that poor time management often results to poor academic performance. The findings of the study shows that student's social activities have a significant positive effect on academic performance given the Bate

value of (.395 (0.000)). The study also revealed that procrastination have a significant positive effect on academic performance given the Bate value of (.471 (0.000)). The study concludes that social activities and procrastination have significant positive relationship with students' academic performance, that the students who were enmesh in procrastination practices and social activities recorded low academic performance and those that who had opportunity to practice time management skills always recorded better academic performance. Based on the findings of the study, the following recommendations were made: that students should get rid of potential distractions (Facebook, Instagram or Snap Chat), Create a timeline or schedule to complete academic tasks and optimize their environment by limiting activities that impact negatively on academic performance

Keywords: Time management, social activities, procrastination, academic performance

1.1 Introduction

The judicious use of time by an individual to succeed in all aspect of life refers to time management. It does not only help individual to make the best use of time, but ensures successful accomplishment of tasks within the stipulated time frame (Prachi, 2019). Time has been seen as a general phenomenon which all human's has at their disposal for optimal effectiveness. Time management is imperative for the survival of any given organization in a highly competitive and globalized word. It is important in accomplishing individual task as well as business productivity; as organizations strongly believes that every single minute could be converted to money/profit. To achieve organization effectiveness, proper time management plays a pivotal role in motivating employees; thus improving employee's performance and organizational productivity (Channar, Shaikh, Pathan and Mughal, 2014). A person's ability to manage their time Mancini (2003) is one of the key causes of success or failure in a person's life.

Time management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency, productivity and performance (Buck *et al* 2000). Time management depends on the will power and self-discipline; it is only possible through self – motivation, performance, ability and motivation (Brigitte, Claessens, Eerde and Rutte, 2005). Appropriate time management plan adopted by administrators Ugwulashi, (2011) helps to improve standard, save costs, remedy poor situations, leads to value and harmonize organizational focus. Improving higher education administration requires time to provide all it take to make a quality institution. Improving higher education administration requires time to provide all it takes to make to make a

quality institution. It upholds the principle of “just in time “approach in managing educational processes for quality assurance at various level of education.

Time management plays a vital role in improving student's performance and achievement. Effective time management not only affects performance of workers, but also helps them cope with stress, conflict and pressure. Students in developing countries are faced with numerous challenges. Procrastination and lack of prioritization are huge obstacle towards effective time management. Procrastination take place in our everyday behavior. With range of studies links personal behavior factors such as lack of motivation, deficiencies in self-regulation and poor management (Gafani Et al 2010). Effective time management help develop task oriented coping behavior on persons and him/her to mobilize and utilize resource in an effective manner. For students to achieve better academic performance, they need to priority their time and limit the incidence of procrastination.

Without practical time management, Silberman (2014) opine that one may actually find students struggling to get project done by a deadline or getting essential work finished by the end of the day. Teaching them the skill that they need to manage their time can really improve their academic performance drastically. Inspiring students on how to develop good time management is difficult, as getting work done efficiently will not only improve the performance, but will also result to motivation and academic excellence. In spite of the significance of time management in the achievement of optimal performance, organizations do not treat time management as an essential ingredient of survival (Adebisi, 2013). In order to manage time, students, individual and managers must be creative, innovation and

introduce various time techniques/strategies in producing best output within the stipulated time limit.

Time management is committed on solving problems. Examples of such problems are; being unable to handle distractions, meeting deadline pressure, procrastination, self-control, obscurity of personal goals, not being able to say "no", too much social relations etc. Akomolafe (2005) stated that time really cannot be managed because it cannot be slowed down, speed up or manufactured. However, Quek (2001) alleged that time can be managed because when one wants to solve the problem of procrastination, one needs to learn and develop time management skills. In the mind of the researchers, there is an indication that Quek feels that procrastination may affect time management. Time is natural; however, people live and work or exist within time. Therefore, time rolls along with human existence. To the researcher however, time management is as important as human and material resources in any organization. From observation, poor time planners seem to be faced with low productivity, inefficiency, ineffectiveness and low morale, stress and frustration with themselves. Time is always available although it waits for no one, and is no respecter of gender as reflected in the research conducted by Omolola (2010) that both male and female undergraduate are affected by time management.

The study examines the relationship between time management and student academic performance academic. Student's ability to manage and control their time schedule constructively will impact positively on their academic performance and achievement. Moreover, the results and recommendations of the study contribute to increasing the student's realization of the concept of time and its management. The

study is significant because it has given insights to students on the causes, prevention and benefits of time management. According to Brigitte, Claessens

Statement of Research Problem

Time management is very important especially if organization want to be more productive and efficient in service delivery. It is understandable for student to feel overwhelmed social activities in the higher institutions. Students are faced with the social factors such as romantic relationships, social networking, browsing and phone calls. Having positive social, behavioral and emotional experience are necessary for students to excel academically. Another problem is procrastination, most students believes that procrastination poses the biggest barrier to effective use of time. Students assumes that they got plenty and as a result leave academic work until the last minute. Procrastination is usually as a result of fear of failure or even to success. Indecision and disorganized personalities tend to procrastinate. It is often believed that "Procrastination is the thief of time."

1.3 Objective of the study

The main objective of the student is to examine time management and academic performance of School of Business Students, Delta state Polytechnic, Ogwashi-uku, Delta State. The specific objectives are to:

1. Examine the relationship between student's social activities and academic performance
2. Determine the relationship between procrastination and academic performance

1.4 Research Questions

In the study, attempts were made to provide answers to the following research questions:

1. Is there any relationship between student's social activities and academic performance?
2. Is there significant relationship between procrastination and student academic performance?

1.5 Statement of Research Hypotheses

The following hypotheses were formulated for the study:

1. There is no association between student's social activities and academic performance
2. There is no association between procrastination and academic performance

2.1 Conceptual framework

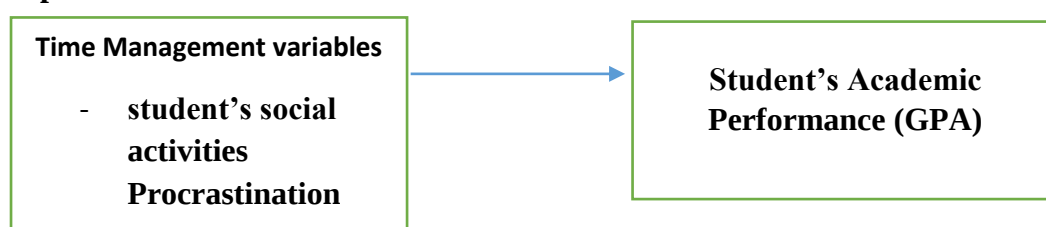


Figure 1: Conceptual Framework

2.1 Literature Review

Good time management is essential to any organization; as it is the most precious asset available to man (Kohn, 2000). This is because, time is a myth, an asset that cannot be recovered, stored or transferred (Adebisi, 2012). There is no consensus in literature as to how time management should be defined (Claessens, 2004). Geraid (2002) defines time management as the art of organizing, arranging, scheduling and budgeting one's time for the purpose of generating more effectiveness in both work, performance and productivity. It is also perceived Argarwal, (2008); Kelly, (2004) as set of principles, practices, skills, tools and systems that should work together to achieve and improve the quality of life.

In relevant literature, there are great number of academic studies linking time management and academic achievements. The related literature showed that the time management attitude and skill levels of university students and the effect of these skills on their academic achievement. The research study revealed that majority of students possesses moderate level time

management skills and only a significantly small portion has high time management skills (Yilmaz, Yoncalik and Bektas, 2006).

2.2 Challenges of time management

The main time management challenges include interruptions, distractions, procrastination, work overload and lateness.

Interruptions and distractions: While a variety of communication channels and social media platforms allows us to communicate more easily, they are also the main cause of distraction we experience both at in life and business. The major interruptions and distractions for successful time management identified by Evans (2008) include phone calls, unexpected visitors, meetings, mails and email, internet and family obligations.

Procrastination: Literature review has found procrastination to be one of the biggest challenges in effective management of time. The most common causes of procrastination have been suggested as poor time management (Brott, 2008, Walsh, 2008), difficulties with concentrating (Dodd

and Sundheim, 2011, Fleming, 2011, Silvis, 2011), fear and anxiety (Green and Skinner, 2005, Limoncelli, 2006, Brott, 2008), personal issues (Butler and Hope, 2007, Walsh, 2008) unrealistic expectations (Mancini, 2007, Dodd and Sundheim, 2011), and perfectionism (Green and Skinner, 2005, Rivera, 2007). Secondary data authors offer strategies for overcoming procrastination: Limoncelli (2006), highlights self-reward to be an effective method in terms of beating procrastination. Similarly, Green and Skinner (2005) believe that understanding the primary reasons for procrastination can help individuals to change their behaviour.

Multitasking/work overload

Another substantial obstruction in the way of effective time management has been identified by Tracy (2007), Zeller (2008), Yager (2008) as the practice of multitasking. Tracy (2007) brands multitasking as a deceptive strategy for getting things done by explaining that although an individual engaged in multitasking may seem to be operating in an efficient manner, the time spent for switching between the tasks and regaining the focus results in a waste of considerable amount of time, at the same time as decreasing the quality of each task. Similarly, scientific evidence overwhelmingly suggests that multitasking – switching back and forth between two or more tasks – is an extremely ineffective way to get things done” (Zeller, 2008, p.312). Theoretically, multitasking is feasible if you have to get on top of your workload. However, doing many things at the same time prevents you from focusing on all your task equally and takes much more of your time than completing your task in a sequence.

Lateness

Starting your day late triggers a domino-effect. The issue of lateness as a significant

time management problem was raised by Bhugra and Howes (2007). They states that lateness may relate to attendance, replying to communications or delivering the work. Walsh (2008) recommends establishing a daily routine in order to able to deal with personal lateness in an effective manner.

2.3 Benefits of time management

The benefits of time management is not just for development of career path; it has significant impact on both personal and professional life. Prachi (2019) outlines the benefits of time management to include:

- Time management makes an individual punctual and discipline.
- One becomes more organized as a result of effective time management.
- Effective time management boosts an individual morale and make him confident.
- Individuals who stick to a time plan are the ones who realized their goals and objective within the shortest possible time.
- Effective time management help an employee to reach the pinnacle of success quickly. and stay firm at the top for a longer duration.
- Better time management helps in better planning and eventual better forecasting.
- Individuals who accomplish tasks on time are less prone to stress and anxiety.
- Time management enable an individual to prioritize tasks and activities at workplace.

Theoretical foundation

There are various theories which have been developed in relation to time management. However, the study is anchored within the context of the Goal Setting theory. Goal setting theory is a major component of personal-development and management literature. The basic assumption of the theory is that the simplest most direct motivational explanation of why some people perform better than others is because

they have different performance goals. This theory involves coming up with challenges and achievable goal and proffering suggestions as the means through which time can be managed. The theory is based on the premise that a person will be more motivated to perform if they have clear and specific goals and objectives. Pynes (2008) opines that high performance can only be achieved through clear expectations.

Goal assist us to properly focus and work towards achieving the things that are important to us. The Goal setting theory was propounded by Locke (1996), and he believed that it can be used to effectively manage a person's time. Students setting goals for themselves will help them plan and live life their own way. Setting goal that are both challenging and achievable and having clear idea on how to achieve those goals will impact positively on students' academic performance. It will help students in avoiding time wastage and assist them in fulfilment of their academic pursuit.

Empirical review

An empirical study in Northern Border University, Kingdom of Saudi Arabia by Odai falah and Wael Sh (2015) on the role of time management and its impact on students' academic achievement; sample was selected randomly and consist Northern Border University students of 550. The structured questionnaire was the primary source of data, the descriptive statistics were used analyze the personal and occupational variables, while the multiple regression analysis was used to test the hypothesis. The findings of the study shows no statistically significant relationship between elements of time management by students in terms of planning and organization in one hand and academic achievement on the other hand where "f" value reached (1.216) by statistically significant (0.297), (R) value reached (0.045) and (R2) value reached (0.003). Also the findings of the study

shows no statistically significant relationship at significant level ($\alpha \leq 0.05$) between the elements of time management by the students' personal variable (specialization, place of residence, city, village, migration and the educational level) and the students' academic achievement where "f" value reached (0.527) by statistically significant (0.664). (R) Value reached (0.043) and (R2) value reached (0.002). The study concludes that there is no relationship between academic achievement and time management and that the level of time management among the students is low and the level of academic achievement is weak

Similarly, kaima, Revenio and Van (2017) conducted a study on assessing the relationship of time management and academic performance of Business studies students in Al-Zahra College for women, Muscat city, Sultanate of Omar. The study examined the relationship between time management variables such as prioritization, procrastination and socialization on the students' academic performance. The study employed the random sampling for the population of 450 students from the managerial and finance sciences Department of Al Zahra College for women. The study primarily used the structured questionnaire to gather the information. The data were analyzed using descriptive statistic for the demographic profile of respondents, while correlation and regression was used to establish the relationship between time management variables and students' academic performance. The findings revealed that out of the demographic variables identified, only educational degree and age of the respondents with (0.009<0.05) and (0.011<0.05) respectively correlates to students' academic performance. The study concludes that time management has significant relationship on students' academic performance.

A study on the impact of time management on the students' academic achievement Shszia and Muhammad (2015); data was collected from 120 students of Qurtuba University of Science and Technology, Peshawar. The time management variables for the study includes long range planning, short range planning and time attitude. Data were collected through the use of structured questionnaire. Descriptive statistics was employed to analyze the demographic attributes of respondents, while multiple regression and stepwise analysis was used to test the hypotheses. The findings of the study shows that the correlation between academic achievement and short range planning is 0.032 and the significance value is equal to 0.742, which is not significant at the 0.05% level. The correlation between academic achievement and time attitude is -0.046 and the significance value is equal to 0.0621, which is not significant at the 0.05% level. The correlation between academic achievement and long range planning is 0.182 and the significance value is equal to 0.047, which is significant at the 0.05% level. The results shows the short is explains 3.3% ($R^2 = 0.033$) of variation in academic achievement of university students. Long range planning and time attitude are included in the excluded variables with their P values far higher (0.978 and 0.978) than the threshold of 0.05 required to make decision at 95% level of confidence. The study concludes that Weak R^2 of 3.3% suggests rejecting the alternate hypothesis as true. The study concludes that time management is highly related to the academic performance of student and successful students are good time managers in Al-Zahra College for women, Muscat city, Sultanate of Omar.

Fatile and Boniface (2017) conducted an empirical study on time management as a tool for organizational survival in the public sector in Lagos state, Nigeria; data collection were from two major sources:

primary and secondary. The major data collection instrument was the structured questionnaire. The population of the study was eighty seven (87) employees categorized into forty two (42) senior staff, twenty seven (27) middle level staff and eighteen (18) junior staff as sample size for the study. The four hypotheses raised were tested using appropriate statistical tools. Hypothesis one was tested using Analysis of variance (ANOVA), hypothesis two was tested using Pearson Correlated Coefficient, hypothesis three was tested using Analysis of Variance (ANOVA) while hypothesis four was tested using Spearman Rank Correlation Coefficient at level 5% level of significance. Hypothesis result shows that $F_{cal.} < F_{stat.}$ ($7.78 < 44.201$). F calculated value is 44.201 higher that F table values of 7.78 indicating that time management practice is related to employee efficiency and effectiveness. The result of hypothesis two also shows that there is a statistically significant positive relationship between time management and public sector delivery ($r = 0.497$, $p < 0.136$), $df = 1$ which was significant at $P = .000$ ($P < .01$). The result of hypothesis three equally shows that $F_{cal.} < F_{stat.}$ ($3.522 < 7.78$). Indicating a significant relationship between time management and organizational survival in the public sector. Finally, the results of hypothesis four shows significant relationship between time management and organizational performance in the public sector to be 1.000 and 0.950 with $p = 0.000$. The study concludes that time management is a part of determinants for high public sector performance.

3. Method of Study

The cross sectional research design was adopted for the study. Primary source of data collection was adopted through the use of structured questionnaire. Population of the study is the total set of observations from which a sample is drawn (Akinade & Owolabi, 2009). The researcher employed

random sampling method for the total population of 582 students from the Department of Human Resource Management students (351) and Department of Marketing (231) of School of Business

Studies, Delta State Polytechnic, Ogwashi – Uku, Delta State. The sample size of 237 students was derived from the population using Taro Yamane formula.

Table 1. Proportionate Distribution of the sample size to the selected Departments

Department	Population	Sample Size
Human Resource Management	351	$(351/582) \times 237 = 143$
Management	231	$(231/582) \times 237 = 94$
Total	582	237

Source: Researcher's Computation

Section A of the questionnaire contain the demographic profile of respondents; while, session B of the questionnaire contains questions assessing the dimensions of time management construct and measure of student's academic performance (their CGPA) for the previous academic session. The students were given one week to fill the questionnaire. The pilot study conducted reviews that the instrument is reliability with Apha Cronbach coefficient level above 0.7 for all the construct (Appendix 1). The responses were collated, presented and analyzed using statistical tools such as mean, median and standard deviation. Correlation, multiple regression and post regression diagnostic test was used to test the hypotheses formulated and to certify the regression model. The analysis was made possible through the use of Stata version (13) software.

Model Specification

SACP = f (TMGT) Equation (1)

TMGT = (SSAT and PSTN)
Equation (2)

In light of the above, the model that would guide the test of hypotheses in this study is stated bellow:

Model 1 - $ORGP = \alpha_0 + \beta_1 SSAT + \beta_2 PSTN + U_i$ Equation (3)

Where:

SSAT = Student's Social Activities

PSTN = Procrastination

SACP = Student's Academic Performance

$\beta_1 - \beta_n$ = Coefficients of Regression

α_0 = The intercept

U_i = Error Term or Stochastic Variables

4. Results

A total of 237 sets of questionnaire was distributed to the respondents, out which a total of 230 was successfully retrieved and used for the purpose of analysis, representing 97% of the sampled population. The profile of the respondents revealed that 95 (41.3%) of the respondents were males, while the females' respondents were 135 (58.7%) of the sampled population. On the age range of the respondents, it was revealed that all the respondents were below 24 years of age and were single.

Table 2: Student's Social Activities

S/N	Items Statement.	5	4	3	2	1
1	I spend much time on calls	88	62	40	30	10
2	I spend much time on pinking and social media	146	644	5	10	5
3	Browsing is part of me	89	130	1	5	5
	Networking is my hobby	88	114	3	23	2

4	Dating use to take part of my time in school	94	77	29	28	2
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Source: Analysis of Field Survey, 2019

A total of 150 respondents as indicated in Table 2 agree that they spend much time on calls, 70 disagree, while 10 respondents were undecided. To the question "I spend much time on pinking and social media" 210 of the respondents agree, 5 of the respondents were undecided, while 15

disagree. 219 of the respondents agree that they are used to browsing, only 6 disagree, while 5 were undecided. With regard to the question "Networking is my hobby", 202 of the respondents agree, 26 disagree while 2 were undecided.

Table 3: Procrastination

S/N	Items Statement.	5	4	3	2	1
6	I see time as always available	144	57	19	9	1
7.	I postpone academic duties	90	81	15	34	10
8	I am not in a hurry to perform my academic duties	89	130	1	5	5
9	I like extension of work	88	114	3	23	2
10	I love leisure	146	54	10	15	5

Source: Analysis of Field Survey, 2019

In Table 3, a total of 201 of the respondents agree that they see time as always available, 1 was undecided, while a respondents totaling 28 disagree. To the question "I postpone academic duties" 171 of the respondents agree, 10 of the respondents were undecided, while 49 disagree to the statement.

219 agree to the question "I am not in a hurry to perform my academic duties", 6 disagree, while 5 of the respondents were undecided. The same high agreement rate goes for the question "I like extension of work" and "I love pleasure" as shown in Table 3.

Table 4: Student's Academic Performance

S/N	Items Statement.	0-1.5 (5)	1.6-2.5 (4)	2.6-3.5 (3)	3.6-4.5 (2)	Above 4.6 (1)
11	Your CGPA for the pass academic session	54	115	25	21	5

Source: Analysis of Field Survey, 2019

The respondents were requested to indicate their CGPA for the previous academic session, 54 respondents were on a CGPA range between 0-1.5, 115 of the respondents were on a CGPA range between 1.6 - 2.5,

25 of the respondents were on a CGPA range between 2.6 – 3.5, 21 of the respondents were on a CGPA range between 3.6 – 4.5, while only 5 of the respondents were on a CGPA range above 4.6.

Table 5: Descriptive Statistics

variable	mean	p50	max	min	N
ssat	3.886957	4	5	1	230
pstn	3.921739	4	5	1	230
sacp	4.13913	4	5	1	230

Source: Researcher's computation using Stata (version 13).

The descriptive statistics in Table 5 describes the respond pattern of the respondent's choices, the mean score for all the constructs is approximately 4, median of 4, maximum of 5, minimum of 1 using 230 sample size. This indicates poor

performance (based on the pattern of coding for the CGPA as indicated in Table 4). It also proves a student's high engagement in "student's social activities and procrastination".

Table 6: Normality Test

Skewness/Kurtosis tests for Normality					
Variable	Obs	Pr(Skewness)	Pr(Kurtosis)	adj chi2(2)	joint Prob>chi2
ssat	230	0.0000	0.0025	34.47	0.0000
pstn	230	0.0000	0.0022	33.17	0.0000
sacp	230	0.0000	0.2677	21.91	0.0000

Source: Researcher's computation using Stata (version 13).

The result of Jacque Bera normality test in Table 6, shows that all the variables were normally distributed at 5% level of significance. Hence, any recommendations

made to a very large extent would represent the characteristics of the population of study.

Table 7: Correlation Analysis

	ssat	pstn	sacp
ssat	1.0000		
pstn	0.4527	1.0000	
sacp	0.6175	0.6396	1.0000

Source: Researcher's computation using Stata (version 13).

The result of the correlation among variables as indicated in Table 7 shows that all the variables are positively correlated

Test of Hypotheses

Table 8: Regression Model (SACP used as the dependent variable, SSAT & PSTN as independent variable)

Variables.	B	Std. Err.	T	P>/t/
Student's Academic Performance	.395007	.0481125	8.21	0.000

Procrastination	.4710696	.0522528	9.02	0.000
Cons.	.7563434	.2092104	3.62	0.000
Post Regression Diagnostic Test				
VIF Test (Mean)	1.26			
Heteroskedasticity	12.90 (0.0813)			
Ramsey RESET test	0.69 (0.5561)			
Observation	230			
R-squared	0.5444			
Adj. R-squared:	0.5404			
F	135.63			
Prob.>F.	0.0000.			

Source: Researcher's computation using Stata (version 13). Note: Values in () are the P-values

From the regression result as computed in table 8, it can be observed that the Adj. R-Squared of the models is 0.54 with significant F-Statistics at 1% level of significance ($p = 0.000$), revealing that 54% of the dependent variable (Academic performance) is been explained by or brought about by changes in constructs of time management (student's social activities and procrastination). This imply that poor time management (high engagement in student's social activities and procrastination) will result to poor academic performance.

The F-statistic value of 135.63 and its associated P-value of 0.000 shows that the OLS multiple regression model on the overall is statistically significant at 5% level, this means that the regression model is valid and can be used for statistical inference. Table 8 also shows a mean value of 1.26 which is less than the benchmark value of 10, this indicates the absence of multicollinearity, and this means no independent was dropped from the model. More so, Table 8 shows a significant Heteroskedasticity, implying that the OLS multiple regression results had no heteroskedasticity problem 12.90 (0.0813),

hence, there was no need for robust regression.

Hypothesis (1) H0: There is no significant relationship between student's social activities and academic performance.

Result in the regression model in table 8 shows that student's social activities have a significant positive effect on academic performance (.395 (0.000)). Since the P-value is less than 0.05, hence we reject the null hypothesis and accept the alternate, implying that there is significant relationship between student's social activities and academic performance.

Note that high values were attributed to low academic performance, this implies that the relationship is in the reverse. Hence, high student's social activities will result to low academic performance.

Hypothesis (2) H0: There is no significant relationship between procrastination and academic performance

Result in the regression output in table 10 showed that procrastination have a significant positive effect on academic performance (.471 (0.000)). Since the P-value is less than 0.05, we reject the null hypothesis and accept the alternate, implying that there is significant

relationship between procrastination and academic performance.

With the understanding that high values were attributed to low academic performance, this implies that the relationship is in the reverse. Hence, high procrastination will result to low academic performance.

4.3 Discussion of Findings

The study showed that there was significant relationship between time management and student's academic performance. It gives the impression that students need the proper use of time before they can improve their academic performance.

The study finds that high student's social activities will result to low academic performance. The finding is in consonance with (kaima, Revenio & Van, 2017: Shszia & Muhammad 2015: Fatile & Boniface, 2017) that there was a relationship between the time spent on social activities and their academic performance. This means that the students need to regulate or reduce the amount of time spent on activities such as attending dinners and parties, chatting, phoning and ping as these have serious negative impact on their academic performance. This further shows that the more time students spend on social activities, the more their educational performance are affected. The findings of the study aligns with Umar, (2010) that social factors such as romantic relationships, organizations and clubs, and sport activities have been found to have negative effects on student's academic performance.

The study reveals that procrastination will result to low academic performance. This is in alignment with (Adebayo & Omojola, 2012) that the postponed of important assignments most often had effect on their academic performance. The finding may be as a result of the fact that some students do not meet the deadline in performing some

academic activities because of the feelings that time is always available and thereby postpone their academic responsibilities.

Conclusion

The objective of the study was to determine the relationship between time management and student's academic performance among Polytechnic students. Based on the findings of the current study, it was concluded that social activities (such as romantic relationships, browsing, networking and pinking) among others have negative impact on student's academic performance. These social factors affects academic performance of students in terms of time demanded by such activities.

The study also concluded that there is significant relationship between procrastination and student's academic performance. Students who are enmesh in procrastination practices recording low academic performance. Students who had opportunities to practice time management skills recorded better academic performance.

Recommendations

Based on the findings of the current study, the following recommendation were made:

1. **Optimize their environment:** Students should optimize their environment; tertiary institutions environment can help or hinder academic performance. Students have to be aware of technology, such as emails or messages that keeps ping. Social media, "internet research" that leads them off track and phone calls can impact negatively on academic performance.
2. **Creating timeline/schedule:** Procrastination is the bane of every student's existence. Creating a timeline or schedule to complete academic tasks; for example having a study schedule for exams, tests or assignments. Breaking an assignment into small chunks over

time could make it much more manageable.

3. **Get rid of distractions:** It is important for students to rid themselves of potential distractions (Facebook, Instagram or snapchat) before they begin studying. Shutting the phones all the way while studying will help reduce distractions.

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Demographic Survey Form

**TIME MANAGEMENT AND STUDENTS' ACADEMIC PERFORMANCE, SCHOOL
OF BUSINESS STUDIES, DELTA STATE POLYTECHNIC, OGWASHI-UKU,
DELTA STATE**

SECTION A

1. **Gender:** (a) Male (☐) (b) (female) (☐)
2. **Marital status:** (a) Married (☐) (b) Single (☐) Widowed (☐) Divorced (☐)
Separated (☐)
3. **Age:** (a) 15 -20years (☐) (b) 21-25 years (☐) (c) 26-30 years (☐) (d) above 3years (☐)
4. **Educational Qualifications:** (a) Senior school Certificate (☐) (b) NCE (☐) (c) OND
(☐) (d) others (☐)
5. **Department:** Human Resource Department (a) (☐) (b) marketing (☐)

SECTION B

Please tick appropriately using the following rating scale.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	2	3	4	5

Procrastination

1. I see time as always available
2. I postpone academic duties
3. I am not in a hurry to perform my academic duties
4. I like extension of work
5. I love leisure

Student's Social Activities

1. I spend much time on calls
2. I spend much time on pinking and social media
3. Browsing is part of me
4. Networking is my hobby
5. Dating use to take part of my time in school

Academic Performance CGPA 2017/2018 Session

5	4	3	2	1
0-1.5	1.6-2.5	2.6-3.5	3.6-4.5	Above 4.6

Appendix 1: Results

Item	Obs	Sign	item-test correlation	item-rest correlation	average interitem covariance	alpha
ssat	20	+	0.8261	0.5927	.4607177	0.7799
pstn	20	+	0.8170	0.6050	.4830454	0.7631
sacp	20	+	0.8003	0.6368	.4404595	0.7218
Test scale					.4280742	0.7982

variable	mean	p50	max	min	N
ssat	3.886957	4	5	1	230
pstn	3.921739	4	5	1	230
sacp	4.13913	4	5	2	230

Skewness/Kurtosis tests for Normality

Variable	Obs	Pr(Skewness)	Pr(Kurtosis)	adj chi2(2)	joint Prob>chi2
ssat	230	0.0000	0.0025	34.47	0.0000
pstn	230	0.0000	0.0022	33.17	0.0000
sacp	230	0.0000	0.2677	21.91	0.0000

	ssat	pstn	sacp
ssat	1.0000		
pstn	0.4527	1.0000	
sacp	0.6175	0.6396	1.0000

Source	SS	df	MS	Number of obs =	230
Model	93.3945322	2	46.6972661	F(2, 227) =	135.63
Residual	78.1532939	227	.344287638	Prob > F =	0.0000
Total	171.547826	229	.749117144	R-squared =	0.5444
				Adj R-squared =	0.5404
				Root MSE =	.58676

sacp	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]
ssat	.395007	.0481125	8.21	0.000	.3002027 .4898112
pstn	.4710696	.0522528	9.02	0.000	.368107 .5740322
_cons	.7563434	.2092104	3.62	0.000	.3441007 1.168586

Breusch-Pagan / Cook-Weisberg test for heteroskedasticity

Ho: Constant variance

Variables: fitted values of sacp

chi2(1) = 12.90

Prob > chi2 = 0.0813

Ramsey RESET test using powers of the fitted values of sacp

Ho: model has no omitted variables

F(3, 224) = 0.69

Prob > F = 0.5561

Variable	VIF	1/VIF
pstn	1.26	0.795101
ssat	1.26	0.795101
Mean VIF	1.26	

