

EFFECT OF TIME MANAGEMENT ON ACADEMIC PERFORMANCE OF MANAGEMENT STUDENTS

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ABSTRACT

Time is an indispensable asset which all the students possess equally but fails to exploit at the same level due to many reasons. This creates a lot of academic stress creating grave consequences on individual's overall performance and achievements. Many college students face a lot of academic stress due to lack of time management which shows a disturbing trends in their overall health as well. However, it all depends upon individuals' own efficiency to manage their daily routine on time without taking much of stress. This can include proper planning, time allocation, prioritization, examining usage of time, self-organization of one's own time with respect to multiple tasks and goal setting. Depending on these facts, emphasis has been paid in the today's education system to handle issues related to time management by evaluating attitude and behavior of students related to time and its management. In order to understand the effectiveness and efficiency of time management in the academic life of a student and also in their daily routine, a field research is done among 153 postgraduate students of a management institute using a well structured Questionnaire. The findings of the study concluded that both long term time management and short term time management were significant predictors of academic performances.

KEYWORDS: Time Management, Academic Performance, Post-Graduate Management Students.

INTRODUCTION

Time is a fundamental asset which everybody has similar yet neglects to use at a similar level because of an assortment of reasons. The principle asset that can't be changed or gained or secured is "time" itself. The way to gaining ground in life is effectively managing this advantage everyone likewise has. Extraordinary time organization is fundamental for everybody, especially for students whose timetable is frequently squeezed with activities and lessons. What people get from time administration, in a

general sense, is not extra time, but instead a predominant life (Britton & Tesser, 1991; Misra & McKean, 2000).

Time management is defined as a technique used to manage time (Macan, et al., 1990), a method for successful utilization of time, arranging and allotting time (Burt and Kemp, 1994); how effectively people utilize their time (Strongman & Burt, 2000); a strategy to expand the time available to perform exercises (King et al., 1986).

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The process of time management includes self-acknowledgment of the individual to start with, familiarity with his/her very own characteristics, investigating how time is utilized and gathering relevant information, analyzing alternative solutions, selecting one of these choices (Izandözen, 2010).

Managing time is considered as a big problem among college students' both in their academic life and in social life. At the point when students enter college, they discover that except lectures, they need to study and explore topics themselves to succeed. Many college students complain about coming up short on time when asked to perform a specific task. They get disappointed on the grounds that they are not ready to make it before the due date. Then again, others discover enough time to meet their companions and finish their assignments with no battle; those are whom we call fantastic time administrators. Time management is critical, particularly with regards to college understudies since it will help to improve their efficiency and reduce stress (Lay and Schouwenburg, 1993). Poor time management leads to stress and poor performance in academics, for example, not distributing time properly or a minute ago packing for exams leads to both stress and poor performance (Britton and Tesser, 1991).

Since time is a constrained asset which should be overseen viably like all other restricted assets, it has been esteemed important to assess its impacts on students' achievement. A general suspicion underlines that students with good time management abilities can oversee time viably even after they graduate and enter professional life. There is least importance given to managing time inspite of knowing its importance in academic achievement (Sevari and Kandy, 2011). At advanced education level the review plan should be effectively planned and implemented for better outcomes. This can intern help to develop certain educational

policies which are cost effective particularly at higher education level (Kaushar, 2013).

This paper presents a research on time management by post graduate management students as it is a necessity in professional and academic life of students. Further, effect of time management on academic achievement of the students is determined.

LITERATURE REVIEW

In the pertinent literature there is an extraordinary number of scholarly reviews concentrating on the connection between time administration and academic achievement. *Pehlivan (2013)* tried to analyze the effect of time management skills on the GPA and course achievement of the students majoring in Finance from Karadeniz Technical University. Statistical tools like ANOVAs, independent T-test, correlation and regression were used to study and analyze the academic performance. The study concluded that there exists a positive significant relationship between grade point normal and the Time Attitudes sub-measurement of the students. Research findings with respect to gender variable showed that females' students utilize time more adequately and efficiently when compared with male students.

In a study conducted by *Khatib(2014)* to examine the relationship between time administration, stress, academic performance and gender among United Arab Emirates understudies, it was found that there exists a significant negative relationship between time management and stress. Statistical Tool ANOVA was used to suggest that gender is not at all related to perceived stress. The results of this study also revealed that women are more efficient in managing time as compared to the male students.

Nasrullah and Khan (2015) in their research tried to analyze the effect of time management on the

academic performance of the higher education institutes of Developing countries like Pakistan. He tried to analyze the time management behavior of students on short term as well as long term basis. The study concluded that the students who were able to manage their time efficiently had good academic records. The researcher took the help of correlation, multiple and step wise regression tools to conclude the theory.

Sevari and Kandy (2011) in their research tried to scrutinize the effect of time managing skills on academic competence and self efficiency. The results from the study showed that the training of time management skills to enhance academic performance and self-efficacy is significant.

Swart et al. (2010) collected the data from African engineering students which statistically indicated no significant association between Time management and academic achievement among them.

A cross-sectional study was done by *Sansgiry et al. (2006)* to assess the effect of various factors such as anxiety, academic competence, test competence, time management on Low and High CGPA of students studying pharmacy at University Of Houston. The study was also done to estimate the time management and academic competence of postgraduate students in Nigerian Universities. The study revealed that it's not only time management but other factors like family pressure and other psychological factors also affect the performance of the students.

Prospective investigation by *Britton et al. (1991)* tried the theory that school (GPA) might be predicted by perusing time-management skills. 90 school people finished a time-management questionnaire in 1983; their SAT scores were taken from school record. Principal-components Investigation of the 35-item time-management instrument flying uncovered 3 parts. In 1987 (4 yrs later) every person's combined GPA was

taken from school records. Using statistical regression it was analyzed that 2 time-management components were significant predictors of cumulative GPA and accounted for more dispersion than did SAT scores. It was concluded that time-management skills may impact college achievement.

A survey was done by *Trueman et al.(1996)* among 293 students of psychology using American time management scale. This study revealed that females showed better time management skills when compared with men. Research also supported that old mature students in the age group 25 years or more are also efficient in managing their times as compared to younger students.

Hamzah et al.(2014) conducted a quantitative research among the students of Malaysian public university to establish relationship between time management, external motivation and students academic achievements. The study resulted in a significant and positive relationship between time management and students' academic performance.

Dahie et al.(2015) used convenience sampling techniques to collect the data from 80 students belonging to four Universities in Mogadishu. The students were given a questionnaire for four primary constructs measuring short range planning, long range planning, the time attitude and academic execution.

The result of relationship coefficient revealed that academic execution (Dependent variable) had a positive impact with two free variables namely; short range planning and long range planning. The outcome from regression analysis revealed that two constructs needed statistically significant, positive, and regulate impacts on the academic execution. The study supported that students prefer to go for short range planning in higher education organizations.

RESEARCH QUESTIONS

1. Do the students with good time management have a positive impact on their academic achievement.
2. Does effective management of time varies with respect to gender for their academic performance.

OBJECTIVES OF THE STUDY

- To discover the relationship between time management and academic achievements of the students.
- To determine the association between academic achievement and the different factors associated with time management.
- To understand the difference in the academic achievement based on gender.

RESEARCH METHODOLOGY

The goal of this descriptive research is to study the impact of time management on the academic achievement of the management students. The present descriptive research follows the methodology as explained below.

DATA USED, SAMPLING METHOD AND SAMPLE SIZE

TARGET POPULATION: Students studying in various management institutes in Ghaziabad.

SAMPLING TECHNIQUES: Non Probability convenience sampling technique was used as few colleges were not ready to disclose their student's profiles.

SAMPLE SIZE: A sample of 160 Post Graduate Management students was targeted for the study. The logic following this data was that the sampling respondents must be in their first year of post graduation diploma.

DATA COLLECTION TOOL: A well structured questionnaire was prepared using Google doc and was circulated through various social media

techniques to measure the behavior of students participated in the survey to how they manage their time. The response rate was as good as 97 % as we received approx 160 responses, out of which 7 were rejected due to inconsistent responses.

So, the data has been analyzed based on 153 respondents.

CONSTRUCTS USED: The questionnaire consisted of 3 factors in which 6 questions related to short-term Time Management, 8 questions based on long-term Time Management and 2 questions based on Time attitude. The questionnaire based on time management comprised 16 questions, each required to be replied on a 5-point scale comprising of the responses as: Always (5), Frequently (4), Sometimes (3), Rarely (2) and Never (1). Managing time better is reflected using higher values on the scale. Further, with certain questions being "negative", the scoring was negative while entering the data.

ANALYTICAL TOOLS USED

The statistical attributes of the data have been exhibited through frequency and percentages. In order to interpret the information well, factor analysis, was also carried out meticulously employing SPSS 20, Independent sample t test was conducted to check the relationship between demographic variables and various factors extracted. Furthermore, we used correlation and regression to determine the relationship between academic score (which was assessed by calculating TGPA, Term Grade Point Average) and different time management factors.

ANALYSIS AND DISCUSSIONS

Demographic features of the respondents in the research questionnaire are delineated in Table 1 (refer Annexure) where, great majority of questionnaire respondents are male students (62.09%) and female respondents of 37.9%.

In Table 2, the mean scores of questions directed to respondents participating in the questionnaire and standard deviations of the answers provided with respect to the 5-point Likert scale are recorded for each set of questions.

When the answers provided for the time management questionnaire are analyzed, the lowest total score was distinguished as 28 and the highest total score as 83; the general average score was registered as 3.28.

Cronbach Alpha coefficient is used to measure reliability of data pertaining to the variables whose value lies between 0 and 1 (Bayram, 2004). Nakip (2006) defined that Alpha values between 60-80% indicates that the scale taken is reliable. In the given research, Cronbach's Alpha value of the scale of all variables was determined to be 0.832 (as shown in Table 3) indicating scale to be reliable.

Data gathered through questionnaire was analyzed using SPSS (Statistical Package for Social Sciences) package. Various statistical techniques as standard deviation, mean, Independent T test, Karl Pearson correlation coefficient and linear regression were used in order to find answers to the problems of this study. The level of significance was taken as .05 during the statistical analysis. Further, factor analysis was applied to determine appropriate factors responsible for time management.

FACTOR ANALYSIS

Bartlett's test of sphericity (Table 4) is significant at 5% level of significance. Thus, sample size is appropriate and KMO value is $0.838 > 0.5$. Therefore, factor analysis is appropriate for analyzing the correlation matrix. Here, 3 factors are extracted with eigenvalues > 1 which accounts for 48.524% of the total variance indicated in Table 6.

Factor 1 explains the variance of 2.99 which is 18.71% of total variance of 16 variables, factor 2

explains a variance of 2.59, which is 16.17% of the total variance and factor 3 explains a variance of 2.18, which is 13.64% of the total variance. The amount of variance accounted for by the factors is 7.76 ($7.76/16 \times 100 = 48.5\%$) and the remaining 13 together accounts for 51.5% of the total variance. Therefore, by the loss of 51.5% of information we can trust on these 3 factors. In component matrix (Table 7), as overlapping exists among the variables in each factor, so varimax method is used to remove overlapping resulting into rotated component matrix (Table 8) with no overlapping among the variables in each factor and following summary table using factor analysis is obtained.

INFERENCES

On an average, respondents have given 3.53 score to factor 1. Therefore, respondents are frequently able to manage time on long term basis.

Factor 2 has an average score of 3.1. This implies respondents are not able to manage their time so well on short term basis.

Factor 3 has an average score of 2.9. This implies there is a lack of management of time attitude among the respondents.

INDEPENDENT SAMPLE T-TEST

Now, we are will to determine whether there exist any difference between Academic score (TGPA) among the Gender. This is determined using independent T-test. For this purpose a sample of 153 students were taken out of which 95 were males and 58 were females (refer Table 10 and Table 11).

For TGPA, mean score for males came to be 6.94 and for females it was 7.67. Here first we need to determine whether to consider equal variances assumed case or unequal variance assumed case. For this consider the following hypothesis.

Table A

FACTOR NAME	MEAN	SPECIFIC ATTRIBUTES	FACTOR LOADING
Factor 1 : Long Term Time Management	Mean = 3.53	The night before a major assignment is due, I am usually still working on it	0.654
		I make a list of things to do in my head rather than on paper	0.616
		When I have several things to do, I prefer to do a little bit of work on each one	0.612
		I believe that there is room for improvement in the way I manage my time	0.596
		I know exactly what task i am going to do when i sit down to study	0.593
		I schedule time to study for exams	0.516
		I make constructive use of my time	0.515
		I tend to complete my assignments on time	0.504
Factor 2 : Short Term Time Management	Mean = 3.1	I plan to be 10 to 15 minutes early for all classes	0.702
		I always try helping others in their assignments which they could or should be doing themselves	0.636
		I always Compile and prioritize a written daily to do list	0.599
		I am selective about and able to control my Tv and social media viewing habits	0.472
		I always plan my day before i start it	0.461
		I effectively use the time spent in commuting to my college by studying or revising my study material	0.359
Factor 3 : Time Attitude	Mean = 2.9	I always have a clear idea of what i want to accomplish next week	0.779
		I have an estimate of how many hours i need to study in the week	0.724

H₀: Equal variances assumed

H₁: Unequal variances assumed

F_{cal}-value is 1.197 with p-value = 0.276 > 0.05. Accept Ho. Thus, consider equal variances assumed case.

Further, t-calculated value is -4.408 with degree of freedom 151 and p-value 0.000 < 0.05, hence reject Ho. Thus, there is a significant difference between Academic score (TGPA) and Gender.

Further, from mean values we can conclude that average TGPA is more of females than males.

On similar ground we applied independent T-test to study various factors i.e. Long term time management, short term time management and time attitude among gender and since our p-values are greater than 0.05, our hypothesis are accepted. Thus, there exists no difference in the rating on the scale of 1 to 5 given by either males or females towards different factors of time management.

CORRELATION AND REGRESSION ANALYSIS

Now, at the end we are interested in determining whether significant relationship exists between Long Term Time Management, Time Attitude, Short Term Time Management, Time Management in General and TGPA. As can be seen in Table 12, there exists a positive significant relation between Term grade point average and Long Term Time Management sub-dimension of students ($r=0.391$, $p<0.01$). Likewise, significant positive relation could be detected between term grade point averages and the *Time Management in general*, Time Attitude and Short Term Time Management sub-dimensions.

Table 13 gives R representing the regression coefficient of independent variables (Short Term Time Management (STTM) Time Attitudes (TA), Long Term Time Management (LTTM) scores) on students' Term Grade Point Average (TGPA) and this coefficient is equivalent to 0.431. R^2 , coefficient of determination is 0.186 indicating 18.6% of total variance in dependent variable is on account of independent variables collectively. F and p values in Table 14 correspond to one factor variance analysis results indicating the significance of regression and determination coefficients and as can be seen they are valid at the 0.05 significance level.

B values in Table 15 provide partial regression coefficients and indicate the tendencies of variables in formulation. Beta however stands for standardized regression coefficients and helps in analyzing the relative importance of independent variables with respect to dependent variables. The result obtained from regression analysis indicates that at 0.05 significance level, Long Term Time Management (LTTM) with regression coefficient 0.042 and Short Term Time Management (STTM) with regression coefficient 0.051 has an effect on TGPA. A formulation of the above given data is indicated in the equation below:

$$TGPA = 4.734 + 0.042 (LTTM) + 0.051 (STTM)$$

CONCLUSION

The present study aimed to explore the effect of time management on the academic performance of the students at postgraduate level. The researchers employed convenience sampling on 153 students and tried to study the association of three factors of time management, viz. Long term time management, short term time management and time attitudes with the academic performance of the students. The result showed that both long term time management and short term time management are significant predictors of academic performances. So the good predictor of academic achievement was found to be the combined effect of Long term and short term time management. The current study also emphasized that females have better academic scores (TGPA) when compared with the male students. There are lots of other factors which affect the academic performance of the students but our findings explored the importance of understanding the role of time management in academic achievement. Undoubtedly, students who are not able to manage their time effectively might be at risk for underperformance. Therefore there is a need to make students aware of time management skills in order to have a bright and successful career in future.

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ANNEXURE

Table 1. Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	95	62.1	62.1	62.1
	Female	58	37.9	37.9	100.0
	Total	153	100.0	100.0	

Table 2. Descriptive Statistics

	Mean	Std. Deviation	Analysis N
I always Compile and priortise a written daily to do list	2.71	.915	153
I always plan my day before i start it	3.07	1.058	153
I always have a clear idea of what i want to accomplish next week	2.95	1.087	153
I have an estimate of how many hours i need to study in the week	2.84	1.167	153
I tend to complete my assignments on time	3.84	1.115	153
I make a list of things to do in my head rather than on paper	3.42	1.174	153
I am selective about and able to control my Tv and social media viewing habits	3.44	1.106	153
I effectively use the time spent in commuting to my college by studying or revising my study material	2.95	1.180	153
I schedule time to study for exams	3.65	1.248	153
I know exactly what task i am going to do when i sit down to study	3.63	1.122	153
I believe that there is room for improvement in the way I manage my time	3.88	1.082	153
I make constructive use of my time	3.31	.983	153
The night before a major assignment is due, I am usually still working on it	3.39	1.148	153
When I have several things to do, I prefer to do a little bit of work on each one	3.10	1.087	153
I always try helping others in their assignments which they could or should be doing themselves	3.48	1.058	153
I plan to be 10 to 15 minutes early for all classes	2.94	1.289	153

Table 3. Reliability Statistics

Cronbach's Alpha	N of Items
.832	18

Table 4 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.838
Bartlett's Test of Sphericity	Approx. Chi-Square	682.916
	Df	120
	Sig.	.000

Table 5. Communalities

	Initial	Extraction
I always Compile and priortise a written daily to do list	1.000	.502
I always plan my day before i start it	1.000	.409
I always have a clear idea of what i want to accomplish next week	1.000	.654
I have an estimate of how many hours i need to study in the week	1.000	.541
I tend to complete my assignments on time	1.000	.539
I make a list of things to do in my head rather than on paper	1.000	.435
I am selective about and able to control my Tv and social media viewing habits	1.000	.364
I effectively use the time spent in commuting to my college by studying or revising my study material	1.000	.280
I schedule time to study for exams	1.000	.645
I know exactly what task i am going to do when i sit down to study	1.000	.563
I believe that there is room for improvement in the way I manage my time	1.000	.434
I make constructive use of my time	1.000	.475
The night before a major assignment is due, I am usually still working on it	1.000	.557
When I have several things to do, I prefer to do a little bit of work on each one	1.000	.378
I always try helping others in their assignments which they could or should be doing themselves	1.000	.494
I plan to be 10 to 15 minutes early for all classes	1.000	.495

Extraction Method: Principal Component Analysis.

Table 6. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.918	30.739	30.739	4.918	30.739	30.739	2.994	18.711	18.711
2	1.693	10.581	41.319	1.693	10.581	41.319	2.588	16.173	34.883
3	1.153	7.205	48.524	1.153	7.205	48.524	2.183	13.641	48.524
4	.998	6.237	54.761						
5	.943	5.895	60.656						
6	.880	5.503	66.159						
7	.826	5.161	71.321						
8	.756	4.727	76.047						
9	.683	4.267	80.314						
10	.599	3.744	84.058						
11	.557	3.478	87.536						
12	.530	3.311	90.846						
13	.477	2.979	93.826						
14	.444	2.774	96.600						
15	.303	1.894	98.494						
16	.241	1.506	100.000						

Extraction Method: Principal Component Analysis.

Table 7.Component Matrixa

	Component		
	1	2	3
I schedule time to study for exams	.803		
I tend to complete my assignments on time	.733		
I know exactly what task i am going to do when i sit down to study	.733		
I make constructive use of my time	.681		
I believe that there is room for improvement in the way I manage my time	.578	.314	
I am selective about and able to control my Tv and social media viewing habits	.576		
I always have a clear idea of what i want to accomplish next week	.550	-.338	-.487
I effectively use the time spent in commuting to my college by studying or revising my study material	.519		
I always try helping others in their assignments which they could or should be doing themselves	.496		.494
I always plan my day before i start it	.479	-.421	
I have an estimate of how many hours i need to study in the week	.458	-.372	-.439
I make a list of things to do in my head rather than on paper	.435	.366	-.334
The night before a major assignment is due, I am usually still working on it		.686	
I always Compile and priortise a written daily to do list	.461	-.492	
When I have several things to do, I prefer to do a little bit of work on each one	.397	.437	
I plan to be 10 to 15 minutes early for all classes	.430		.486
Extraction Method: Principal Component Analysis.			
a. 3 components extracted.			

Table 8.Rotated Component Matrixa

	Component		
	1	2	3
The night before a major assignment is due, I am usually still working on it	.654		
I make a list of things to do in my head rather than on paper	.616		
When I have several things to do, I prefer to do a little bit of work on each one	.612		
I believe that there is room for improvement in the way I manage my time	.596		
I know exactly what task i am going to do when i sit down to study	.593		
I schedule time to study for exams	.516		
I make constructive use of my time	.515		
I tend to complete my assignments on time	.504		
I plan to be 10 to 15 minutes early for all classes		.702	
I always try helping others in their assignments which they could or should be doing themselves		.636	
I always Compile and priortise a written daily to do list		.599	
I am selective about and able to control my Tv and social media viewing habits		.472	
I always plan my day before i start it		.461	
I effectively use the time spent in commuting to my college by studying or revising my study material		.359	
I always have a clear idea of what i want to accomplish next week			.779
I have an estimate of how many hours i need to study in the week			.724
Extraction Method: Principal Component Analysis.			
Rotation Method: Varimax with Kaiser Normalization.			
a. Rotation converged in 5 iterations.			

Table 9.Component Transformation Matrix

Component	1	2	3
1	.640	.604	.474
2	.743	-.331	-.582
3	-.195	.725	-.661

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

T-Test

Table 10.Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Long Term Time Management	Male	95	31.0105	6.30180	.64655
	Female	58	32.8448	6.07498	.79768
Time Attitude	Male	95	5.5895	1.92130	.19712
	Female	58	6.1034	1.91659	.25166
Short Term Time Management	Male	95	18.1579	4.27092	.43819
	Female	58	19.3103	3.57970	.47004
TGPA	Male	95	6.9434	1.03851	.10655
	Female	58	7.6722	.91113	.11964

Table 11.Independent Samples Test

Levene's Test for Equality of Variances				t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Long Term Time Management	Equal variances assumed	.290	.591	-1.771	151	.079	-1.83430	1.03600	-3.88124	.21263
	Equal variances not assumed			-1.786	124.034	.076	-1.83430	1.02680	-3.86663	.19803
Time Attitude	Equal variances assumed	.102	.750	-1.607	151	.110	-.51397	.31986	-1.14596	.11801
	Equal variances not assumed			-1.608	120.820	.110	-.51397	.31967	-1.14686	.11891
Short Term Time Management	Equal variances assumed	1.048	.308	-1.719	151	.088	-1.15245	.67054	-2.47730	.17240
	Equal variances not assumed			-1.793	136.575	.075	-1.15245	.64261	-2.42320	.11830
TGPA	Equal variances assumed	1.197	.276	-4.408	151	.000	-.72887	.16536	-1.05559	-.40215

	Equal variances not assumed			-4.550	132.669	.000	-.72887	.16021	-1.04576	-.41199
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Table 12. Correlations

		Long Term Time Management	Time Attitude	Short Term Time Management	Time Management in General	TGPA
Long Term Time Management	Pearson Correlation	1	.368	.590	.896	.391
	Sig. (2-tailed)		.000	.000	.000	.000
	N	153	153	153	153	153
Time Attitude	Pearson Correlation	.368	1	.406	.561	.233
	Sig. (2-tailed)	.000		.000	.000	.004
	N	153	153	153	153	153
Short Term Time Management	Pearson Correlation	.590	.406	1	.797	.371
	Sig. (2-tailed)	.000	.000		.000	.000
	N	153	153	153	153	153
Time Management in General	Pearson Correlation	.896	.561	.797	1	.433
	Sig. (2-tailed)	.000	.000	.000		.000
	N	153	153	153	153	153
TGPA	Pearson Correlation	.391	.233	.371	.433	1
	Sig. (2-tailed)	.000	.004	.000	.000	
	N	153	153	153	153	153

Regression

Table 13. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.431 ^a	.186	.170	.95756

a. Predictors: (Constant), Short Term Time Management, Time Attitude, Long Term Time Management

Table 14. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.209	3	10.403	11.346	.000 ^a
	Residual	136.621	149	.917		
	Total	167.830	152			

a. Predictors: (Constant), Short Term Time Management, Time Attitude, Long Term Time Management
 b. Dependent Variable: TGPA

Table 15.Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.734	.433		10.922	.000
	Long Term Time Management	.042	.016	.252	2.708	.008
	Time Attitude	.033	.045	.060	.735	.464
	Short Term Time Management	.051	.025	.198	2.095	.038
a. Dependent Variable: TGPA						