

# Effect of Time Management Skills on Performance of Management Student

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**Abstract:** Time management is one of the vital factors that determine the academic performance of management students. The current study investigates the impact of effective time management on academic performance and considers planning, prioritization, goal setting, and avoiding procrastination as critical principles.

Due to the increasing pressure and numerous obligations, management students often experience difficulties in time organization. The research shows that students who apply time management techniques in their routine activities have higher academic performance than those who do not. Students who schedule their activities, set clear goals, and develop time discipline can adequately allocate time for their studies, work, and personal life.

Conversely, students with poor time management experience stress, struggle with deadlines, and often receive lower grades. This study's result indicates that there is a relationship between time management and academic performance and that universities and colleges need to promote time management fulfillment by developing training programs and running workshops. In general, effective time management improves academic performance and may enhance personal and professional growth.

**Keywords:** This study's result indicates that there is a relationship between time management and academic performance and that universities and colleges need to promote time management fulfillment by developing training programs and running workshops.

## I. INTRODUCTION

### 1.1 Background of the Study

Multiplier effect on a student's life due to time in the 21st century: Time has become one of the most valuable resources for students in the modern-day academic setting. This is especially for students pursuing management education considering the various tasks they have to undertake. Management students have to manage their time effectively due to tasks such as lectures, exams, assignments, case studies, group projects, internships, and presentations.

In the 21st century, successful students will be defined by their ability to manage time efficiently. Generally, time management is the process of planning and controlling how much time one spends on activities. Good time management enables an individual to work smarter, ensuring that they get more done in less time, even with tight deadlines.

For management students, who are future decision-makers and leaders, time management is essential not only for their academic life but also for their future profession. Many people think that it is all about working hard, but with good time management skills, people will achieve much more with the same time.

### 1.2 Concept of Time Management

Time management is an umbrella term that encompasses the various tools and techniques that an individual can utilize to plan, organize, prioritize, and control the amount of time spent performing different activities. It might as well



involve goal setting, scheduling tasks, eliminating procrastination, and instilling discipline when fulfilling duties. It is important to note that effective time management should not central around accomplishing more tasks within a short duration, but rather, focus on performing the right fundamentals when required..

Key components of time management include:

- **Planning:** Developing a structured approach to complete tasks within a specific timeframe.
- **Prioritization:** Identifying and focusing on important tasks over less significant ones.
- **Scheduling:** Allocating time slots for different activities.
- **Goal Setting:** Establishing clear and achievable objectives.
- **Avoidance of Procrastination:** Reducing delays in task completion.

For management students, these components are essential in handling academic responsibilities effectively. Proper time management allows students to prepare adequately for exams, complete assignments on time, and actively participate in classroom activities.

### **1.3. Academic Performance of Management Students**

Academic performance refers to the level of grades, GPA, and overall academic achievements. Nevertheless, it also concerns how students develop their critical thinking, ability to solve problems, communicate, and acquire practical knowledge. Within the management educational sector, students' academic performance is not just about how they understand their theoretical background. It is also about how they use the information in practice and what results they achieve in real life.

Managers should have broad competencies, including leadership, working in a team, decision-making, and analysis. It is almost impossible to possess all these skills: they require a lot of work, practice, and well-organized time. As a result, students who are better at time management are more likely to build good academic performance and acquire the necessary skills to become successful managers

### **1.4. Relationship Between Time Management and Academic Performance**

As supported by extensive research, good time management correlates positively with student academic performance. More specifically, students who plan their time and activities, outline their priorities, and follow schedules tend to perform better in academic work.

Such students are likely to feel less overwhelmed, more focused, and more efficient in all academic and non-academic pursuits. In contrast, poor time management can severely compromise students' academic progress. For example, students who struggle with organizing their time management are less likely to meet deadlines, adequately prepare for exams, or maintain academic coherency and quality.

In effect, such students frequently underperform in their grades, experience additional stress, and report lower academic engagement and performance levels. In addition, time management reflects students' motivation and discipline levels. For instance, students who control their time can also pursue more academic and life goals, thereby increasing their ambition and discipline in the process of goal achievement.

### **1.5. Importance of Time Management for Management Students**

Time management is particularly important for management students due to the nature of their academic programs. These programs often involve multiple assignments, case studies, group discussions, and presentations, all of which require careful planning and time allocation.

The importance of time management for management students can be understood through the following points:

- **Improved Academic Performance:** Efficient time management helps students achieve better grades.
- **Stress Reduction:** Proper planning reduces last-minute pressure and anxiety.
- **Better Decision-Making:** Time management enhances the ability to make informed decisions.
- **Enhanced Productivity:** Students can accomplish more tasks in less time.



• **Work-Life Balance:** Students can manage academic and personal responsibilities effectively.

Developing time management skills during academic years prepares students for future professional roles where time efficiency is critical.

### **1.6. Factors Affecting Time Management Skills**

Several factors influence the time management skills of management students. These factors can be internal or external and may vary from student to student.

#### **Internal Factors:**

- Lack of motivation
- Poor self-discipline
- Procrastination habits
- Ineffective goal setting

#### **External Factors:**

- Academic workload
- Social distractions
- Technological interruptions (e.g., social media)
- Family responsibilities

Understanding these factors is essential for identifying barriers to effective time management and developing strategies to overcome them.

### **1.7. Challenges Faced by Management Students**

Management students face unique challenges that affect their ability to manage time effectively. These challenges include:

- Handling multiple assignments and deadlines
- Participating in group projects
- Managing internships and part-time jobs
- Balancing academic and social life
- Dealing with academic pressure and competition

These challenges require students to adopt effective time management strategies to ensure academic success.

### **1.8. Need for the Study**

Management students are under the increasing academic requirements, bringing relevance to the investigation of the connection between time management and performance. However, even though students understand the significance of this tool, they frequently do not know how to utilize it properly.

Therefore, the purpose of this paper is to discuss the way that the time management skills impact academic performance and offer several techniques, which could help students improve the managing strategies. Therefore, the results of the performed analysis could be interesting for the students, teachers, and other stakeholders in terms of making the studying outcomes better.

### **1.9. Objectives of the Study**

#### **The main objectives of this study are:**

1. To examine the concept of time management among management students.
2. To analyze the academic performance of management students.
3. To identify the relationship between time management skills and academic performance.
4. To determine the factors affecting time management.
5. To suggest measures for improving time management skills.



### **1.10. Scope of the Study**

The study is about the management students and their time management to their academic performance; it includes the parameter to planning, prioritizing, scheduling and goal setting. However, time management toward academic performance with that large scale, but the concept of the time management on the same concept of time management, but not in that factors such as; when studying no consider the emotional, physiology wellness of the condition.

### **1.11. Significance of the Study**

This study is important as it reveals how time management can be critical for achieving success in the academic sphere. The obtained results can be used to make students realize the necessity of proper time management and potentially change and improve their time management behavior. Moreover, the findings obtained in this research can help educators and educational institutions develop interventions to improve time management skills in the academic context.

### **1.12. Conclusion of Introduction**

To sum up, time management is a vital competency that affects the academic success of students in management. It is critical to the successful completion of numerous academic tasks and responsibilities, making it impossible to succeed without the ability to manage time appropriately. Thus, the goal of this study was to discover the interconnectedness of time management and academic performance and demonstrate why this skill is critical to the professional success of students.

## **II. LITERATURE REVIEW**

### **2.1. Concept of Time Management**

Time management is an essential life skill focusing on how individuals consciously plan, organize and control the amount of time available in a day to use it effectively in their activities.

It is a multi-dimensional concept manifested through goal setting, prioritizing, scheduling, self-evaluation and monitoring, minimizing time wasters, unproductive work, and other harmful behaviors, including procrastination. Macan stated that time management entails a set of behaviors characterized by setting of goals and priorities, planning and scheduling proactively, eliminating obstacles that can decrease session, managing of the environment and self, to ensure one does the tasks faster but employ great consciousness on the most important tasks. Time management has been a subject of debate between many scholars within the fields of organizational behavior, psychology, and education, with most of them viewing time management as a life skill vital to one's academic accomplishments, physical and mental health, and productivity at work irrespective of the financial status.

In an educational setting, time management is a construct that investigates the extent to which students engage in practices that monitor their study activism, scheduling and maintaining regular school routines, planning a day, and analyzing personal progress. Britton and Tesser claimed that time management is one of the most significant drivers of GPAs in culled whereby time management reports present higher GPAs as opposed to their low time-management practicing counterparts. Sub-components of time management include short-range planning planning for a day all week, long-range planning involves planning for the semester, academic year, time attitudes one's positive or pessimistic view of time.

Time wasters are chronic behavior that interferes with one's performance time. Identifying these sub-par-components will help educators and stakeholders understand the areas of focus and develop intervention programs to address the issues.

### **2.2. Time Management and Academic Performance**

To begin with, a vast body of literature has consistently demonstrated a strong and positive correlation between time management and academic performance in students at all levels of education. More specifically, students who engage



in systematic time planning, maintain a firm daily schedule, and set explicit academic goals generally score higher on examinations, assignments, and other forms of assessment than their peers who fail to exhibit these skills. For instance, Adams and Blair reported that students who allocate specific time frames for study sessions, revision, and assignment writing are more likely to submit work on time and earn an A or A-. The underlying theory is that such individuals experience minimal pressure and are not overwhelmed by academic panic. Various causative mechanisms can explain how time management skills improve academic performance. First of all, students with proper planning organize their study process throughout the week or month rather than poring over their books a few hours to an exam. According to the spaced repetition principle from psychology, this method leads to encoding studied material deeper in the brain and maintaining it longer in long-term memory.

Secondly, when preparing properly, students are likely to use active learning methods: note-making, summarizing, self-education, partner discussions, and self-testing which results in substantial academic success. Additionally, individuals indicated as “bad” at time management demonstrate a cycle of tasks they have to face daily, causing panic, procrastination, and underperformance.

A study by Häfner, Oberst and Stock among university students shows that training students in effective time management results in positive academic performance and decreased self-perceived stress. Hence, time planning is a skill that is not innate but learned through experience under close supervision of an experienced person. However, one should remember that although critical, time management is not the only factor determining academic progress, and many others, such as motivation, family, study environment, teacher professionalism, and availability of resources, should be considered as well.

### **2.3. Factors Affecting Time Management**

There are a plethora of personal, psychological, social, and environmental factors that influence an individual’s capability to manage time. Therefore, an understanding of these time management shaping factors is paramount in identifying current problems with time management skills. Numerous studies stress that studying these factors also helps to develop a vital strategy aimed at disentanglement. Procrastination is considered one of the leading challenges most students frequently face when it comes to time management.

Procrastination implies that a student knowingly and voluntarily delays doing what should be done; in return, a student knows that if it takes more time and activity, the most possible outcome will be negative. Steel conducted a meta-analysis on the issue of procrastination, noting that it was closely related to more trifles that many students could imagine. Steel argued that there were significant negative correlations between procrastination and academic performance, as well as positive ones with stress and overall well-being.

Additionally, students mentioned four reasons for procrastination: high fear of failure, perfectionistic traits, low interest in the task or lesson, and a student’s feeling inability to satisfy a standard. For instance, as stated by the American Psychological Association and Zhang, chronic procrastinators often underestimate time.

on completing a given task and overestimate their ability to complete the work quickly under the right pressure. as a resul Often, students. designed to attract and retain the user’s attention through notifications, infinite scrolling, and algorithmically tailored information.

Such students often find it difficult to focus on academic work and are characterized by underestimation in wasting time on distractions. Self-report studies. highlighted, readers openly equip smartphones in their laptops and feel stuck to Twitter or Instagram, checking it. Case scholar connecting. Often, it’s found that a negative relationship between smartphone dependency and academic performance has a group of investigators. Nevertheless, it should be realized that technology is not entirely enhancing achievement. Several digital tools might help students set deadlines and coordinate activities. However, the virus also needs to be used efficiently and consistently, not as distraction. Moreover, the communal network environment influences daily behavior. Students, source time management performance living in communities full of hustle or busyness, can disturb environmental stability and performance.



Additionally, students fighting peers' pressure are more either concentrated on other undertakings in the group. Yet, part-time jobs have numerous drawbacks as they stretch students' moment and masquing threatens. Commitment to helping the house generates more constraints needing improved planning and analysis skills.

#### **2.4. Importance of Time Management for Management Students**

Thus, time management has a significant value for students of management and business programs since these degrees require a unique combination of academic and professional activities. In particular, management students have to regularly complete individual tasks, group projects, analyze case studies, perform discussions and presentations, attend seminars, workshops, and internship programs, and ultimately, master these activities in a single semester. As a result, time management is not just a professional skill for management students; it is a professionalism that will be expected of them in their future workplaces in the field of business and management. In the end, students with high time management abilities can better deal with the often enormous workloads associated with management degrees. These students can plan the time to complete tasks before the deadline, accurately research and prepare for analysis, research and prepare for presentations, and contribute fairly to group projects.

In the end, these students receive not only better grades, but they are also not subject to the stress, exhaustion, and reluctance that many students experience under the pressure of regular jobs at the last moment. Furthermore, time management is closely related to other professional skills that hiring managers usually expect from students in management and business.

According to a survey from the Association of American Colleges & Universities, personal and professional skills, such as time management, order, and prioritization of tasks, are high in employer demand for graduates. Thus, students who foster these skills while studying for a degree will be highly competitive in the selection process. They can adapt more seamlessly to a professional environment, where constant activity, task prioritization, timely decision-making, and responsibility for the results are essential conditions for success. In addition, the link between time management and reduced stress is particularly relevant to management students. Many studies note that students who learn to plan their work and leisure time are less susceptible to depression and anxiety compared to those who do not. This is because time management significantly reduces the likelihood of tasks overlapping, completed "at the last moment," and the imminent threat of many unanswered questions. The ensuing decrease in anxiety can improve mental health, help students focus better, stay motivated, and ultimately receive greater satisfaction from their academic achievements. Time management skills also contribute to the overall development of personal effectiveness and self-confidence. Students who are confident in completing assignments and completing additional tasks truly believe in their success. Later, such students do not stop at academic success and continue to build their careers, fit into leadership positions, and continue to develop in the long term. All in all, time management is a critical skill for management students, as it influences nearly all aspects of academic and professional development. By learning how to plan and complete activities quickly, a student not only performs better during tasks but also sets the right foundation for a successful management career or other field of activity. Time management, developed during a degree, is one of the most profitable investment areas for the future in the field of management.

### **III. RESEARCH QUESTIONS AND HYPOTHESIS DEVELOPMENT**

#### **3.1. Research Questions**

The study is based on the following research questions:

1. What is the level of time management skills among management students?
2. How do time management skills affect the academic performance of management students?
3. Which factors influence time management skills among students?
4. Does proper planning and prioritization improve students' academic results?
5. How does procrastination affect academic performance?
6. What is the role of self-discipline in effective time management?



7. How do distractions like social media impact students' time management?

### 3.2. Hypothesis Development

A hypothesis is a statement that can be tested to find the relationship between variables. In this study, time management is the independent variable, and academic performance is the dependent variable.

#### Main Hypothesis

- **H<sub>0</sub> (Null Hypothesis):** There is no significant relationship between time management skills and academic performance of management students.
- **H<sub>1</sub> (Alternative Hypothesis):** There is a significant relationship between time management skills and academic performance of management students.

#### Sub-Hypotheses

1. **H<sub>01</sub>:** Planning has no significant effect on academic performance.  
**H<sub>11</sub>:** Planning has a significant effect on academic performance.
2. **H<sub>02</sub>:** Prioritization does not affect academic performance.  
**H<sub>12</sub>:** Prioritization positively affects academic performance.
3. **H<sub>03</sub>:** Procrastination has no impact on academic performance.  
**H<sub>13</sub>:** Procrastination negatively affects academic performance.
4. **H<sub>04</sub>:** Self-discipline does not influence time management.  
**H<sub>14</sub>:** Self-discipline positively influences time management.
5. **H<sub>05</sub>:** Distractions (like social media) do not affect time management.  
**H<sub>15</sub>:** Distractions negatively affect time management.

## IV. CONCEPTUAL FRAMEWORK

The conceptual framework of this study explains the relationship between time management skills and the academic performance of management students. It provides a clear understanding of how different factors of time management influence students' academic outcomes.

In this study, time management skills are considered the independent variable, while academic performance is the dependent variable. Time management skills include important components such as planning, prioritization, goal setting, self-discipline, and avoidance of procrastination. These elements help students organize their academic tasks effectively and utilize their time in a productive manner.

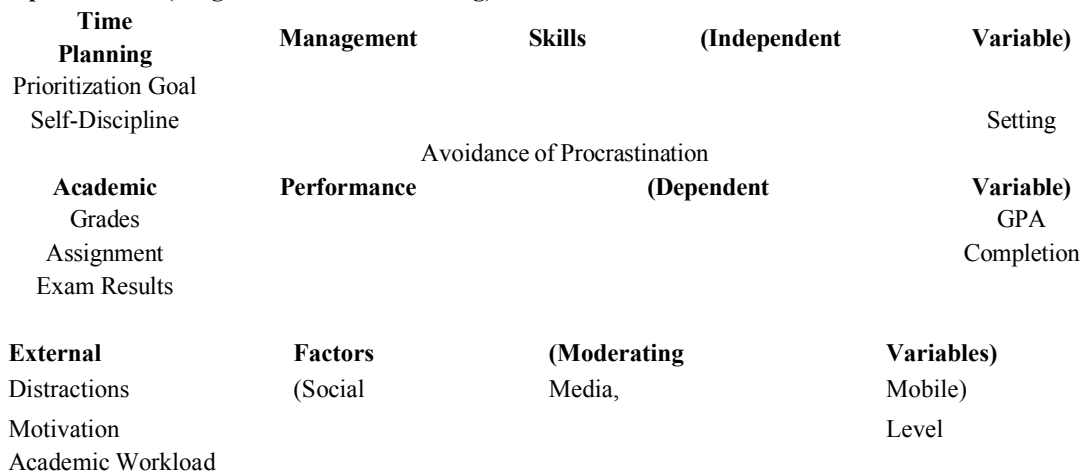
Students who plan their activities in advance, set clear goals, and prioritize important tasks are more likely to complete assignments on time and prepare well for examinations. Self-discipline further ensures that students follow their schedules consistently, while avoiding procrastination helps in reducing last-minute stress. As a result, effective time management leads to improved academic performance, reflected in better grades, higher GPA, timely submission of assignments, and overall academic achievement.

However, there are certain external factors that can influence time management skills. These include distractions such as social media usage, lack of motivation, excessive workload, and poor study habits. These factors may negatively affect a student's ability to manage time efficiently, thereby impacting their academic performance.

Thus, the conceptual framework highlights that effective time management skills positively influence academic performance, while external factors can either enhance or hinder this relationship. The framework emphasizes the importance of developing strong time management abilities among management students to achieve academic success and prepare for future professional responsibilities.



**Conceptual Model (Diagram Format for Writing)**



**V. RESEARCH METHODOLOGY**

**5.1. Research Design**

The research design refers to the overall plan used to conduct the study and collect relevant data. This study follows a descriptive research design, as it aims to analyze the effect of time management skills on the academic performance of management students.

The descriptive design is suitable because it helps in understanding the existing situation, behaviors, and relationships between variables without manipulating them. The study focuses on collecting data from students regarding their time management practices and academic performance.

Both quantitative methods (such as structured questionnaires) are used to collect measurable data. The data collected is analyzed to identify patterns and relationships between time management skills and academic performance.

**5.2. Sample Size**

Sample size refers to the number of respondents selected for the study. For this research, a sample of 50–100 management students is considered appropriate to represent the population.

The selected sample includes students from different years (e.g., first year, second year, and third year) to ensure diversity and better understanding of time management practices across different academic levels. A suitable sample size helps in improving the reliability and accuracy of the research findings.

**5.3. Sampling Technique**

The study uses a convenience sampling technique, which is a non-probability sampling method. In this method, respondents are selected based on their availability and willingness to participate.

Management students who are easily accessible (such as classmates or students from the same college) are chosen as respondents. This method is simple, time-saving, and cost-effective, making it suitable for academic research projects.

However, it is important to note that convenience sampling may have some limitations in terms of generalizing the results to a larger population.



## **VI. DATA ANALYSIS**

### **6.1. Introduction**

Data analysis is the process of organizing, interpreting, and presenting the collected data in a meaningful way. In this study, data was collected from management students using a structured questionnaire to understand the effect of time management skills on their academic performance.

### **6.2. Demographic Analysis**

The study includes responses from management students of different academic years. The sample consists of both male and female students, ensuring diversity. Students from first year, second year, and third year participated, which helps in understanding time management practices across different levels.

### **6.3. Analysis of Time Management Skills**

The responses show that a majority of students are aware of time management, but not all practice it effectively. Many students reported that they try to plan their daily tasks, but only some follow their schedules regularly.

- A good number of students use planners or to-do lists.
- Some students struggle with maintaining consistency.
- A few students do not follow any fixed schedule.

This shows that while awareness is high, proper implementation is still lacking

### **6.4. Planning and Prioritization**

The data indicates that students who plan their studies and prioritize important tasks tend to perform better academically.

- Students who prepare schedules complete assignments on time.
- Prioritizing important subjects helps in better exam preparation.
- Students who do not prioritize often face last-minute pressure.

This suggests that planning and prioritization play a key role in academic success.

### **6.5. Impact of Procrastination**

Procrastination is a common issue among students.

- Many students admitted that they delay their work.
- Students who procrastinate often feel stressed before exams.
- Last-minute preparation leads to lower quality work and poor performance.

The analysis clearly shows that procrastination negatively affects academic performance.

### **6.6. Role of Self-Discipline**

Self-discipline is found to be an important factor in time management.

- Students who follow their schedules regularly perform better.
- Disciplined students complete tasks on time without pressure.
- Lack of discipline leads to poor time management and lower academic results.

### **6.7. Effect of Distractions**

Distractions such as mobile phones and social media have a significant impact.

- Many students spend a lot of time on social media.
- This reduces their study time and affects concentration.
- However, some students use technology for study purposes, which helps them manage time better.

### **6.8. Relationship Between Time Management and Academic Performance**

The overall analysis shows a strong positive relationship between time management and academic performance.

- Students with good time management skills achieve higher grades.
- Proper scheduling and planning improve productivity.
- Poor time management leads to stress and lower performance.



### 6.9. Conclusion of Data Analysis

The data analysis clearly indicates that time management skills have a significant impact on the academic performance of management students. Students who plan their time, avoid procrastination, and maintain discipline perform better academically. On the other hand, distractions and poor habits negatively affect their performance.

## VII. HYPOTHESIS TESTING

### 7.1. Introduction

Hypothesis testing is used to examine the relationship between variables and to determine whether the results are statistically significant. In this study, hypothesis testing is conducted to analyze the relationship between time management skills and academic performance of management students.

### 7.2. Formulation of Hypotheses

- $H_0$  (Null Hypothesis): There is no significant relationship between time management skills and academic performance.
- $H_1$  (Alternative Hypothesis): There is a significant relationship between time management skills and academic performance.

### 7.3. Statistical Test Used

The Chi-Square ( $\chi^2$ ) Test is used to test the relationship between two categorical variables:

- Time Management Skills (Good / Poor)
- Academic Performance (High / Low)

This test is suitable because it helps to determine whether there is an association between the two variables.

### 7.4. Data Table (Observed Frequencies)

**Time Management High Performance Low Performance Total**

Good	30	10	40
Poor	10	20	30
<b>Total</b>	<b>40</b>	<b>30</b>	<b>70</b>

### 7.5. Expected Frequencies Calculation

**Expected Frequency (E) = (Row Total × Column Total) / Grand Total**

- $E_{11} = (40 \times 40) / 70 = 22.86$
- $E_{12} = (40 \times 30) / 70 = 17.14$
- $E_{21} = (30 \times 40) / 70 = 17.14$
- $E_{22} = (30 \times 30) / 70 = 12.86$

### 7.6. Chi-Square Formula

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

### 7.7. Calculation

Cell	O	E	(O-E) <sup>2</sup>	E
1	30	22.86	2.23	
2	10	17.14	2.97	
3	10	17.14	2.97	
4	20	12.86	3.97	



$$\text{Total } \chi^2 \text{ Value} = 2.23 + 2.97 + 2.97 + 3.97 = 12.14$$

### 7.8. Degree of Freedom

$$\begin{aligned} \text{Degree of Freedom (df)} &= (\text{Rows} - 1) \times (\text{Columns} - 1) \\ &= (2 - 1)(2 - 1) = 1 \end{aligned}$$

### 7.9. Decision Rule

At 5% level of significance and  $df = 1$ , the table value of  $\chi^2 = 3.84$   
Since Calculated  $\chi^2$  (12.14) > Table value (3.84), we reject the null hypothesis.

### 7.10. Conclusion

The result shows that there is a significant relationship between time management skills and academic performance of management students. This means students with better time management skills tend to perform better academically.

## VIII. RESULTS

### 8.1. Overview of Findings

The results of the study are based on data analysis and hypothesis testing conducted to examine the effect of time management skills on academic performance of management students. The findings clearly show patterns and relationships between the variables.

### 8.2. Key Findings

- A majority of students are aware of time management, but only some apply it effectively in their daily academic life.
- Students who plan their tasks and follow a proper schedule tend to perform better in exams and assignments.
- Prioritization of important tasks helps students complete their work on time and reduces academic pressure.
- Procrastination is a common issue among students and has a negative impact on their academic performance.
- Self-disciplined students show better consistency and achieve higher academic results.
- Distractions such as social media and mobile usage reduce study time and affect concentration.

### 8.3. Hypothesis Testing Result

The Chi-Square test results show that the calculated value is greater than the table value at a 5% level of significance. Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted.  
This means that there is a significant relationship between time management skills and academic performance of management students.

### 8.4. Overall Result Interpretation

The overall results indicate that students with good time management skills achieve higher academic performance compared to those with poor time management. Proper planning, prioritization, and discipline contribute positively to academic success, while procrastination and distractions negatively affect performance.

### 8.5. Conclusion of Results

The study concludes that time management is an important factor influencing the academic performance of management students. Improving time management skills can lead to better academic outcomes, reduced stress, and improved productivity.



## **XI. SCOPE FOR FUTURE RESEARCH**

### **9.1. Introduction**

While this study highlights the effect of time management skills on academic performance of management students, there are several areas that can be explored further. Future research can provide deeper insights and more accurate results by expanding the scope of the study.

### **9.2. Expansion of Sample Size**

This study was conducted on a limited number of students. Future research can include a larger sample size from different colleges, universities, or regions to improve the reliability and generalizability of the results.

### **9.3. Inclusion of Different Courses and Fields**

The present study focuses only on management students. Future studies can compare time management skills across different streams such as engineering, medical, commerce, and arts to understand variations in academic performance.

### **9.4. Use of Advanced Research Methods**

Future researchers can use advanced statistical tools and software such as SPSS, regression analysis, or correlation techniques to get more detailed and accurate findings about the relationship between variables.

### **9.5. Longitudinal Studies**

This study is based on data collected at one point in time. Future research can be conducted over a longer period to observe how time management skills develop and affect academic performance over time.

### **9.6. Impact of Psychological Factors**

Future studies can include psychological factors such as stress, anxiety, motivation, and personality traits to understand how they interact with time management and academic performance.

### **9.7. Role of Technology**

Further research can explore how modern digital tools, apps, and online platforms can be used to improve time management among students and enhance academic performance.

### **9.8. Gender and Age-Based Analysis**

Future research can analyze differences in time management skills based on gender, age, or academic level to provide more specific insights.

### **9.9. Practical Training and Interventions**

Researchers can also study the impact of time management training programs, workshops, or counseling sessions on improving students' academic performance.

### **9.10. Conclusion**

Future research can build upon this study by exploring new variables, using better techniques, and including a wider population. This will help in gaining a deeper understanding of time management and its importance in academic and professional success.

## **X. CONCLUSION**

The present study examined the effect of time management skills on the academic performance of management students. Based on the data analysis and hypothesis testing, it is evident that time management plays a significant role in determining students' academic success.

The findings of the study show that students who effectively plan their time, prioritize important tasks, and follow a proper schedule tend to achieve better academic results. These students are able to complete their assignments on time, prepare well for examinations, and maintain consistency in their studies. On the other hand, students who lack proper time management skills often face difficulties such as missed deadlines, poor preparation, and increased stress, which negatively affect their academic performance.

The study also highlights that factors such as procrastination, lack of self-discipline, and distractions like social media have a negative impact on students' ability to manage time effectively. Students who delay their work or spend



excessive time on non-academic activities are more likely to perform poorly. In contrast, students who are self-disciplined and motivated are better able to utilize their time productively.

The results of the hypothesis testing further confirm that there is a significant relationship between time management skills and academic performance. This indicates that improving time management skills can lead to better academic outcomes for management students.

In conclusion, time management is a critical skill that not only improves academic performance but also helps students develop discipline, responsibility, and efficiency. It prepares them for future professional challenges where effective time utilization is essential. Therefore, students should be encouraged to develop strong time management habits, and educational institutions should provide guidance and support through training programs and workshops.

Overall, the study emphasizes that effective time management is a key factor for academic success and personal development among management students.

## APPENDIX

### Appendix A: Questionnaire

Title: Effect of Time Management Skills on Academic Performance of Management Students

Instructions:

Please tick (✓) the most appropriate option. Your responses will be kept confidential and used only for academic purposes.

### Appendix 1: Personal Information

1. Gender:

Male  Female  Other

2. Age:

Below 18  18–20  21–23  Above 23

3. Course            Year:

1st Year  2nd Year  3rd Year

### Appendix 2: Time Management Skills

4. Do you plan your daily study schedule?

Always  Sometimes  Never

5. Do you prioritize important tasks before others?

Always  Sometimes  Never

6. Do you complete assignments on time?

Always  Sometimes  Never

7. Do you follow a fixed timetable?

Always  Sometimes  Never

8. Do you set goals for your studies?

Always  Sometimes  Never

### Appendix 3: Study Habits and Behavior

9. Do you delay your work (procrastinate)?

Always  Sometimes  Never

10 How often do you feel stressed due to poor time management?

Always  Sometimes  Never



11. How many hours do you spend on social media daily?

Less than 1 hour  1–3 hours  More than 3 hours

**Appendix 4: Academic Performance**

12. How would you rate your academic performance?

Excellent  Good  Average  Poor

13 Do you think time management affects your academic performance?

Yes  No

**Appendix B: Data Table (Sample)**

**Respondent Time Management Academic Performance**

1 Good High

2 Poor Low

3 Good High

4 Average Medium

5 Good High

**Appendix C: Formula Used**

• Chi-Square Test Formula:  $\chi^2 = \sum (O - E)^2 / E$

**Appendix D: Abbreviations**

- GPA – Grade Point Average
- $\chi^2$  – Chi-Square
- $H_0$  – Null Hypothesis
- $H_1$  – Alternative Hypothesis

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