The Effect of Time Management on Academic Performance among Students of Jazan University

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 ABSTRACT
Background: Many students could not manage their times efficiently before being students in college since they did not have any challenges or difficulties in high school. However, the case changed completely when they are attending college. Being a student in college means that the responsibility is bigger and the courses are more difficult than what they were in high school.
Aim: The research aimed to determine the relationship between the time management skills and academic performance of students, to assess time management and practice among students, to determine patterns of time management among Jazan University students. In addition to determine whether student participation in extra-curricular activities and social media correlates to his or her cumulative grade point average (CGPA).
Method: The study design is a cross-sectional study of the effect of time management on academic performance. Conducted it in Jazan University for medical and non-medical students.
Results: The study conducted on 491 participants of female (53.80%) and male (46.20%) students. The Applied Medical Science students (24.20%) stated that they just consumed their time to complete homework, while Faculty of Science students (9.40%) reported that they rarely have time to do. We find that 44.2% of male and 65% of female never participate in student club, while 43.50% of male and 15.60% of female always do sports and 12.90% of male and 4.20% of female always planning for these activities.
Conclusion: Students who had opportunities to practice time management skills revield better academic performance in addition to the differences in the time management level between students according to faculty, gender and curriculum.
Keywords: Time management, Cross-sectional study, CGPA, Extra-curricular activities, Jazan University students**.**

INTRODUCTION

Time management plays a vital role in improving student's academic performance. Every student should have time management ability which includes setting goals and priorities, using time management mechanism. The basic problems or constraints related to time management are similar, spending hours on social networking sites, no proper schedule, organization, guidance, targets, missions, objectives or vision and social engagement.

College students may become overwhelmed with feelings that there is not enough time to complete all their work adequately. It is even more crucial for medical students who have one of the most time-consuming majors. This will serve as a guide for students to effectively manage their time and study by full capacity. Time management is a group of practices, skills, tools, and systems that work together to help improving the quality of life [1]. Worldwide, students that practiced both planning and positive time attitudes found that they had much more time to complete their tasks because they

control their time spent. It was also found that students who reported using goal-oriented time management had a higher overall GPA [2]. A cross-sectional study in United States University concluded that the amount of time spent studying positively related to the amount of class meeting time, however, the ratio is 0.75 hours of study time for every one hour of class time [3]. In (1996) a study examined 293 first-year students of psychology on a British version of an American time-management scale where students were divided into three age groups the first was traditional-entry students - aged less than 21 years, the second was borderline mature students and the third was older mature students more than 25 years. The results indicated that female students, in general, reported significantly greater time-management skills than males and older mature students significantly had better time-management skills than did the other groups [4]. Another previous study with a sample size of 165 students completed a questionnaire in Flinders University, Australia in 1990 revealed that a cross-

sectional study in (2008) about time diary and assessment of factors associated with academic and personal success among university undergraduates indicated that the greatest predictors of GPA were, time-management skills, intelligence, time spent studying. Suggested alternatives to traditional predictors of academic success that were, clearly explain goals, time-management skills, less time spent in passive leisure, waking up early and less time spent sleeping [5]. Additional study conducted in (2010) found that other ways to reach that high level of academic performance. The study examined student time management and distribution patterns, and their influence on undergraduates' grades. The study showed that coming to the class, finishing high school with a high GPA, and participating in social sciences or engineering sciences lead to higher grades. For all students, not only spending significant time in studying, but also working as a teachers' assistant or tutor, proved to be a positive effect on grades. However, to attend all classes or serve as a teachers' assistant requires a high level of motivation achieved by the role of time management [6].

A survey given to student-athletes in the engineering field at a Division 1 University to recognize characteristics and behaviors that led to their average GPA of 3.24 to 4.0 scale. This study found that time management, organization, and problem solving skills were key traits. The athletes able to apply their concentration and desire to reach vital quality in athletics, although the demands of their sports were high, their free time generally spent with their engineering peers and professors; something they claimed to be essential to their academic performance. Hence, time management have been proven to be one of the top indicators toward achieving a high level of academic success and performance so it doesn't serve only one purpose but participating in events and being engaged in other outside-class work [7].

Another study drawn from more than 6000 student responses at University of California Undergraduate found that there is no direct correlation between engaging in campus life activities and increased educational benefits. The greatest obstacle to the positive academic performance, however, was found to be holding an off-campus job. Those students with a job who spend significant time working for pay suffered from lower GPA, which indicating that some activities are better suited to high academic performance than others [8].

A study examined the effect of multitasking on college students GPA. With the increasing availability of social media, such as Facebook and Twitter more students have engaged in multitasking as a way to manage their lives. By analyzing the results of a web survey, they had conducted found that these technologies made interruption because students spend much time using them while doing homework, thereby fractioning their concentration and limiting their understanding of material. This has led to a decrease in students' academic performance and overall GPA. Students might try to dispute these findings, however, claiming they spend hours each week studying, while failed to quantify time spent in social networking pursuits. Having such self-reported data can skew an entire study and make its findings inconsistent contradictory, along with neglecting many other means that students use to distract themselves from actual studying [9].

This study aimed to determine the relationship between the time management skills and academic performance of students, to assess time management and practice among students, to determine patterns of time management among Jazan University students. In addition, to determine whether student participation in extra-curricular activities and social media correlates to his or her cumulative grade point average (CGPA).

MATERIALS AND METHODS

The study design is a cross-sectional study conducted it in Jazan University for medical and non-medical students. Randomly selected 500 participants by using stratified random sampling from all three faculties, the Faculty of Applied Medical Science, Faculty of Science and College Business Administration.

In order to fulfill the aim of the study, we used student' time management skills closed questionnaire developed by the researchers to assess students' time management skills. It included the following measures: I: Socio demographic data (47 questions) as age, residence, social status, academic year, cumulative grade point average (CGPA) and if they have study skill-time management lectures in their study plan or attend it as workshops or training activity. II: Student time management skills questionnaire consisted of questions using a (4-point) scale. Participants answer (1) always, (2), often (3) sometimes and (4) rarely, where 500 questionnaires distributed in three faculties to answer. After completing questionnaires stated data entry using the Statistical Package for Social Science (SPSS) for Windows software، Release 16.0 (SPSS, Chicago, IL). After completed all questionnaires data entry reviewed and found (9)

non-response questionnaires and got 491 questionnaires used in our study.

The study was approved by the Ethics Board of Jazan University.

RESULTS

Data represented in Table (1) showed the characteristics of participants in our study by the gender. The female sample percentage recorded (53.8%) which more than male (46.2%). The faculties' enrolled percentages reordered for applied medical science, science and business were 49.5%, 26.3% and 24.2%., respectively. As regard to cumulative average GPA, the level (3.74-2.75) represented the highest recorded participants in our study. Data in Table (2) delivered the practice of time management among the study population by faculties.

Data recorded the highest percentage for the applied medical science students who stated that they always spend time for planning their activities (26.7%), planning to their goal (36.40%). Though students who they always have planning daily recorded equal percentages (29.60%) for the applied medical and science students. Meanwhile, the business students had the highest rarely percentages stated for spend time for planning (22.90%), planning daily (30.30%), planning to their goal (21.60%) and use of dairy (51.70%). Data illustrated in Figure (1) declared the attendance of the applied medical science students study skill-time management lectures. However, as regard to gender, Figure (2) illustrated the percentage stated by the enrolled students about their attendance and postpone recording always attendance lectures higher percentage for females (30.40%) than males (26.80%). The female students always recorded the highest percentage (26.10%) in spending time for planning daily (Figure 3 and 4). Students who have higher CGPA stated that they often used plane for their programs (Figure 5).

As regard to data represented in Table (3) about time management patterns in faculties enrolled in our study. Data showed the spare time, postponed and need more time characters among the study population by faculties. Data recorded the highest percentage for the applied medical students who stated that they always had spare time (51.30%), while business students always recorded the highest percentage for needing more time (36.10%). The business students had the highest rarely percentages stated for spare time (26.90%), while highest percentage for the applied medical students who stated that they rarely postponed (36.10%) but

(30.50%) often need more time. Science students stated that they sometimes had spare time (36.50%), postponed (43.40%) and often need more time (36.20%).

Table (4) represented the percentages of the extra-curricular activities (student club and sport) correlation to the male and female student's GPA. Data recorded that 44.20% of males and 65.00% of females never participate in student club, while 43.50% of males and 15.60% of female always do sport. Data illustrated in Figure (6) showed that 35.00% of students who had the highest CGPA (5.00-4.50) stated that they often used free time between lectures. Hence, the question about extracurricular activity effect on the CGPA (Figure 7). The question answered by the highest statement percentage with agreement from the enrolled females students (42.40%) followed by males (38.70%), but females also stated the highest disagreement percentage (36.40%). Figure (8) represented the highest percentage level of never participations in lectures and workshops from enrolled females (84.40%) followed by males (67.60%). The question about the negative effect of social media on the CGPA (Figure 9) responded by the highest statement percentage with agreement from the enrolled females students (39.00%) followed by males (38.60%), but females also stated the highest disagreement percentage (32.00%).

Table (1): Characteristics of the study population (N=491)

Demographic data		*No.*	*%*
Gender	**Male**	**227**	**46.2**
	Female	**264**	**53.8**
Faculties	**Applied medical science**	**243**	**49.5**
	Faculty of Science	**129**	**26.3**
	Business	**119**	**24.2**
CGPA	**5.00-4.50**	**29**	**5.9**
	4.49-3.75	**123**	**25.1**
	3.74-2.75	**229**	**46.6**
	≤ 2.74	**94**	**19.1**
No response		**16**	**3.3**

Table (2) Time management practice in faculties among Jazan University students.

Characteristics		Faculty		
		Applied medical science	Science	Business
		%	%	%
Spend time for planning	Always	26.70	18.00	23.70
	Often	33.80	33.60	22.90
	Sometimes	31.20	40.60	30.50
	Rarely	8.30	7.80	22.90
Planning daily	Always	29.60	29.60	26.10
	Often	26.70	33.60	16.80
	Sometimes	30.40	22.40	26.90
	Rarely	13.30	14.40	30.30
Plan to your goal	Always	36.40	29.90	31.90
	Often	28.00	29.10	17.20
	Sometimes	29.30	31.50	29.30
	Rarely	6.30	9.40	21.60
Use of diary	Always	15.70	9.40	14.40
	Often	12.40	16.40	7.60
	Sometimes	26.40	32.00	26.30
	Rarely	45.50	42.20	51.70

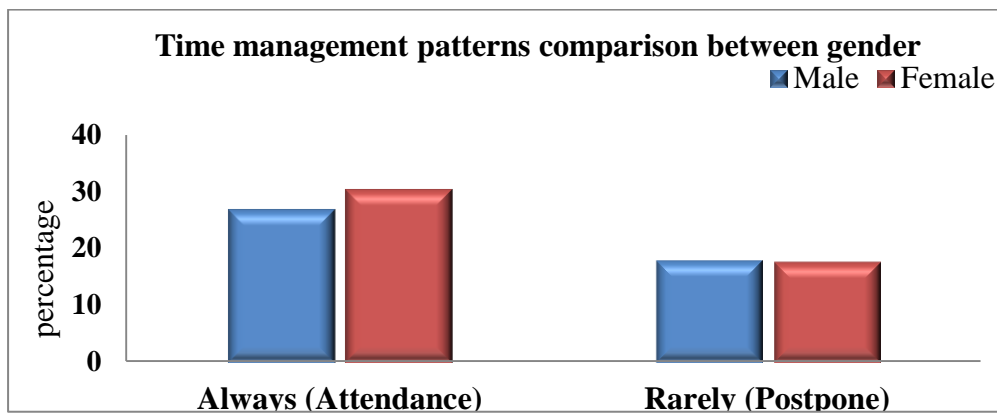**Table (3): Time management patterns in faculties of Jazan University.**

Characteristics		Faculty		
		Applied medical science	Science	Business
		%	%	%
Spare time	Always	51.30	15.10	9.20
	Often	26.40	27.80	32.80
	Sometimes	38.40	36.50	31.10
	Rarely	24.80	20.60	26.90
Postponed	Always	9.10	7.80	8.40
	Often	22.80	21.70	23.50
	Sometimes	32.00	43.40	33.60
	Rarely	36.10	27.10	34.50
Need more time	Always	23.70	23.60	36.10
	Often	30.50	36.20	22.70
	Sometimes	21.60	30.70	20.20
	Rarely	24.20	9.40	21.00

Table (4): Extra-curricular activities correlation to the GPA.

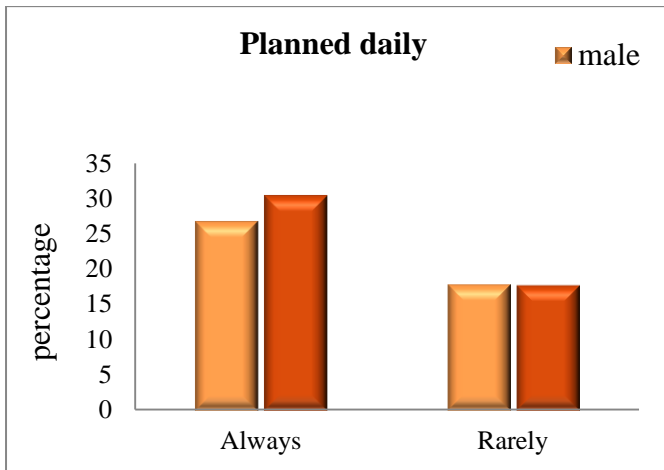| Characteristics		Male	Female
		%	%
Student club	Never	44.20	65.00
	Always	16.70	1.50
	Often	16.10	4.20
	Sometimes	14.30	12.90
	Rarely	18.80	16.30
Sport	Never	12.60	33.20
	Always	43.50	15.60
	Often	17.90	13.70
	Sometimes	16.10	20.60
	Rarely	9.90	16.80

Figure 1: Attendance in lectures of study skill management among students of Applied Medical Science, Science and Business faculties in Jazan University.
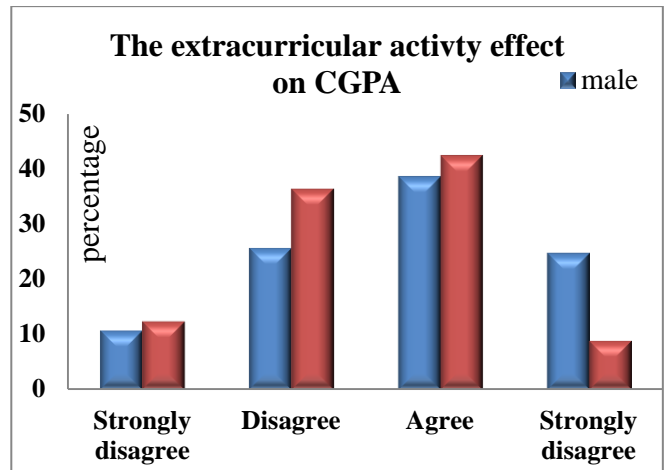

Figure 2: Represents the percentage of students according to gender about their attendance and postpone from Applied Medical Science, Science and Business faculties in Jazan University.
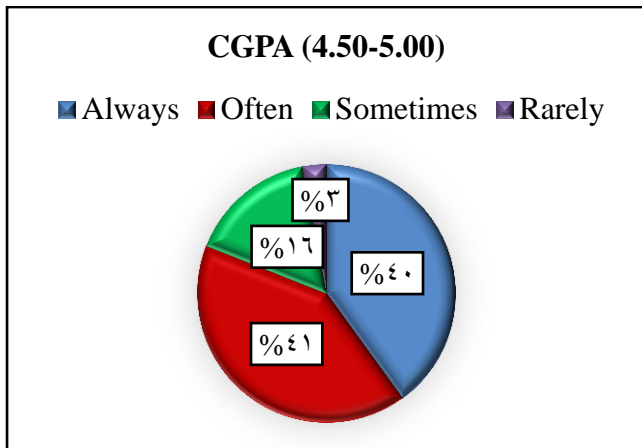

Figure 3: Represents the percentage according to gender of students who spent time for planning from Applied Medical Science, Science and Business faculties in Jazan University
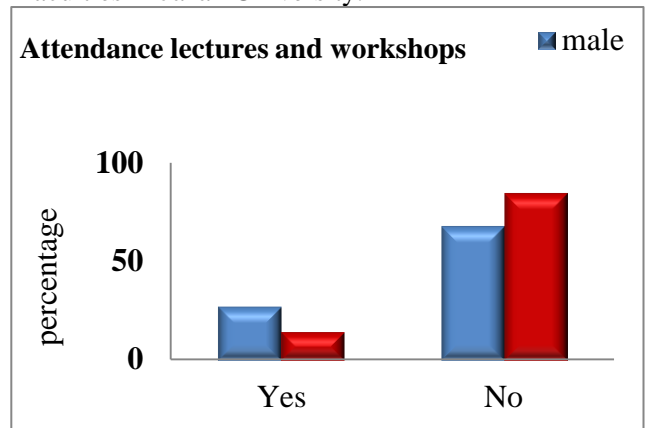
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Figure 4: Represents the percentage according to gender of students who planned daily from Applied Medical Science, Science and Business faculties in Jazan University.

Figure 5: Represents the percentage students CGPAs from the Applied Medical Science, Science and Business faculties in Jazan University.

Figure 6: Represents the percentage of students correlated to their CGPAs who stated often use free time between lectures from the Applied Medical Science, Science and Business faculties in Jazan University.
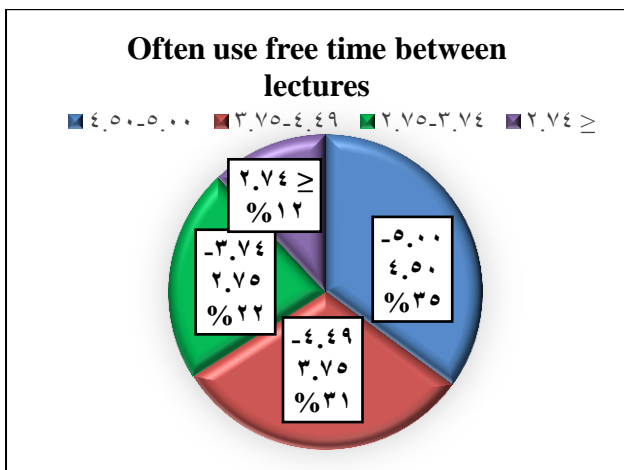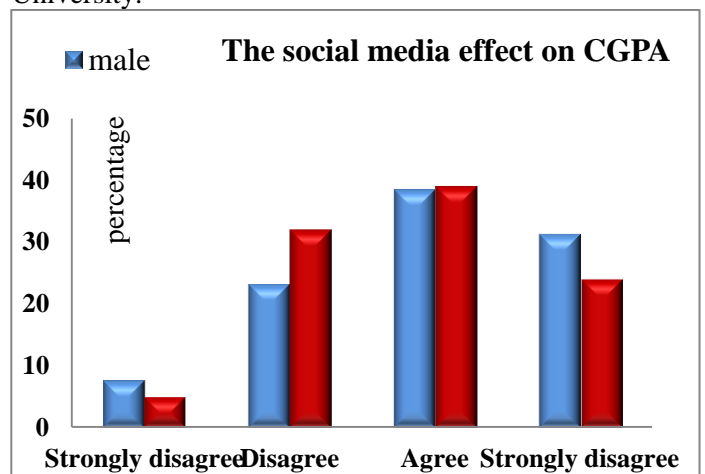

Figure 7: Represents the percentage of students according to gender statement about the effect of the extracurricular activity on the CGPA from Applied Medical Science, Science and Business faculties in Jazan University.

Figure 8: Represents the percentage of students according to gender statements about attendance lectures and workshops from Applied Medical Science, Science and Business faculties in Jazan University.

Figure 9: Represents the percentage of students according to gender statement about the effect of the social media on the CGPA from Applied

Medical Science, Science and Business faculties in Jazan University.

DISCUSSION

The grade point average (GPA) is the most common factor used by administrators to evaluate progression in an academic environment and a high CGPA reflects the overall academic performance of students during their tenure in faculties [10]. Time management defined as planning behavior that exerts a positive influence on student learning outcomes and considered study skills learning and study strategies in courses and numerous handbooks [11].

Our study reviled that the applied medical science students always spend time for planning their activities, planning their goals followed by business and science students. These results may be related to training of how to manage time because the applied medical science students attended study skill-time management lectures. Also our study showed that students who have higher CGPA stated that they often used plan for their programs which in line with a previous study performed on Petroleum institute (PI) male students in Abu Dhabi, UAE showed that time management is highly related to academic performance [12].

Another questionnaire study in Karadeniz Technical University (KTU) demonstrated by regression analysis that students' time management skills affect their GPA-course achievement [13]. As expected, the majority of the successful students are able to manage their time well, and schedule their daily activities. They do not spend a huge amount of time studying; however, they focus and plan before starting which makes them study for a shorter period. This is in line with our study as the applied medical students stated that they always had spare time and rarely postponed, while business students always needing more time and rarely had spare time. Meanwhile, science students sometimes had spare time, postponed and often need more time.

In addition, our results recorded the greater time-management skills for females than males. Without any doubt, there is a positive significance correlation between university students' time management skills, academic life satisfaction and academic achievement levels. A study performed using 308 female and 242 male students selected randomly from various departments of Mugla Kocman University School of Physical Education and Sports and Faculty of Education recorded a positive correlation between students' time management skills, academic achievement and academic life satisfaction and time management scores of female students are higher than male students [14]. Hence, they have time for the extracurricular activities. Involvement in extracurricular activities help students publically by providing social interaction, relationship formation and discussion acquiring them more self-confidence.

Our results dedicated students with the highest CGPA often used free time between lectures and as regard to the extracurricular activity effect on the CGPA females stated the highest agreement followed by males, while male highly participated in student club, sport and participate in lectures and workshops as compared to females. This female behavior may be related to culture and considered as effector. The precious goal of the extracurricular activities and its reflection on the academic performance due to time management was previously discussed by many studies. A questionnaire study conducted in the fall of 2014 at King Abdulaziz University (KAU), Faisaliah campus (Fc), located in Jeddah, Saudi Arabia. KAU. The campus consists of three faculties: Science, Computing and Information Technology and Art and Humanities. The study used undergraduate female regular students and reported significant elevated GPA of the participated students in extracurricular activities as compared to the nonparticipants [15].

In our study female students equally shared agreement and disagreement about the negative effect of social media on the CGPA, while males mainly disagreed. Previously, social media used by undergraduate students at Rowan University a public university in Glassboro, New Jersey, United States did not positively affect their academics and social life in college and supports the findings and assumption that there is an approaching significance between social media use and GPA [16].

Earlier study found that social media, such as Facebook and text messaging make interruption because students spend much time using them while doing schoolwork, thereby fractioning their concentration and limiting understanding their new material leading to decrease in students' academic performance and overall GPA [9]. It was recommended that students should limit the huge number of social networks they use to a more reasonable number, which would allow them to be able to give attention to school related activities [17].

CONCLUSION

Students who had opportunities to practice time management skills reviled better academic

performance in addition to the differences in the time management level between students according to faculty, gender and curriculum.

LIMITATION
- Research is restricted to college students only.
- Most students do not follow any schedule, and not aware of time management concepts.
- It is a time-consuming process.

RECOMMENDATIONS
- Conducting workshops on time management skills for medical and nonmedical students.
- Increase awareness about time management among students.
- Insert lectures on time management in the core curriculum for the nonmedical students
- The necessity to write priorities for the next day.
- Promote the time management habit between students
- Predict the consequences of each option, each action you might take
- Divide each large task into easy tasks.
- Have a plan for managing and measuring time.

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