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IMPACT OF TIME MANAGEMENT SKILLS ON STUDENTS' MOTIVATION AT UNIVERSITY LEVEL

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ABSTRACT

The current study was designed to investigate the impact of time management skills on students' motivation at university level. The main objectives of the study were to find out the time management techniques among university students. To find out the motivation of students under time management activities at university level. The population of the study comprised of all the students enrolled at university level in district Faisalabad. Four hundred students were selected randomly from the disciplines of BS. Ed, BS Physics, BS Urdu and BS Mathematics. Female students were in greater number than that of male students. The respondents belonged to second semester, fourth semester and eighth semesters. There was equal participation of the students belonged to GC university and university of Education. Self-constructed instrument named, Time Management and Motivation Survey (TMMS) was used by the researcher herself for this purpose. The data were analyzed by SPSS (Statistical Package for Social Sciences). The results revealed that male and female students had same perceptions on the indicators of prioritization, managing interruptions, postponement, scheduling, and overall time management. There revealed a significant impact of the class level of students on the indicators of intrinsic motivation, curiosity, extrinsic motivation, and overall motivation. There existed a significant impact of the class level of students on the indicators of intrinsic motivation, curiosity, extrinsic motivation, and overall motivation at university level.

INTRODUCTION

Time management is the specialty of coordinating, sorting out, appointing and planning students the ideal opportunity for creating more suitability of work and efficiency. It is a need based organizing of time allocation and dispersion among challenging requirements. The accessibility of time cannot be expanded nor lessened from the 24 hours. Gerald (2002) characterized time management as

an arrangement of standards, practices, aptitudes, instruments and frameworks that cooperate to help getting more incentive out of your time with enhancing the nature of life.

Time management is self-administration with particularly concentrate on time in choosing what to do; on how much time to allot to the exercises; on how exercises should be possible effectively for specific tasks (www.sage-reference.com). Omolola (2010) expressed that male and female students are influenced by time management.

As indicated by Aduke (2015), achievement score is the result of training, that is, the degree to which a student, instructor or organization has accomplished their objectives. Achievement score is systematic by examinations with perspectives more vital. Performance appears to increment, time management aptitudes are concerned.

Aduke (2015) investigated that powerful time management strategies may not exclusively be connected to the scholars' performance in life however to their general schedule to make progress and significant serenity. Larger organizations regularly rely on lengths and needs of activities. This numerous assignments, and afterward grades are under control by the nature of endeavors put in. So, performance can be relied upon to be impacted with time management abilities. In this way, as increasing requests are agreed on students' scope to see time turns into a basic section for scholastic performance. Good time management achieve to be distinctly critical in instruction especially at larger amounts since it proposes in different elements, how labor can be approachable in the life of a country.

REVIEW OF RELATED LITERATURE

Proper time management is key to success in all aspects of life. Time management creates one of the best research themes in the arena of learning and studies. The idea of time management originates from F W Taylor's primary study of time and motion research of employees. Father of Scientific Management wrote the codes of scientific management and coherent effectiveness in the opening of the industrial revolution. He trace out the important features of output as systematizing work, maintenance techniques and tools. The work of different actions and time is mostly based on repetitive stopwatch studies.

Time Management

Numerous standards are gotten from explore on time management, inspiration hypothesis and much experience working with college students. Time administration systems are devices to help the estimation of time. These standards are remembered as timetable and date-book of time, and when settling on the occasion to-minute choices that are critical to viable time administration for adjust and prosperity. Resolve to give time to an undertaking. Making a timetable you can't really keep is setting yourself up for dissatisfaction. Set aside a few minutes for charming, reviving and fulfilling exercises like associations, games, and amusement. Sort out your scholastic and different commitments

around these duties regarding fun. Think about your day as far as time, not the errands you need to do. Give time to essential assignments consistently. It's difficult to anticipate to what extent an assignment will take, so it's difficult to plan with extraordinary accuracy. Make a meeting with yourself for a specific day and age, and when playing or working. Ebb and flow examine demonstrates to us that multi-entrusting is a myth. With each switch it pays a psychological cost and a period cost. It requires investment to get rationally once again into the undertaking, along these lines making us less effective. When exchanging we lose the profundity of our inspiration, ingestion.

Gauge how long every week you need to dedicate to a class. Put aside this numerous hours for working errands in the course cut up your assignment into pieces and permit particular squares of time for particular bits of a major venture. Anything that gets planned later in the day has a more noteworthy shot of getting intruded on, put off and never gotten to. You won't be considering your work amid your relaxation time on the off chance that you complete scholarly undertakings first. How would you join adaptability into your calendar? Try not to plan each hour of the day, leave purge vacancies, and plan for entertainment time. Make a two-hour or three-hour hinder on Friday as a catch all cosmetics time. At the point when things come up and you are choosing whether to wander from your set up plan, overview future hours and days to see where you can set aside a few minutes (Principles of Effective Time Management for Balance , Well-being , and Success, 2016).

Time and Effective Time Management

Time is a basic resource; it's gone, compelled and dynamic.

Gone in light of the fact that reliably spent is gone constantly, limited in light of the way that solitary 24 hours exist in a day and component since it's never static. As shown by Nadinloyi, Hajloo, Garamaleki, and Sadeghi, (2013), time administration is the relationship of endeavors or events by first assessing how much time an errand will take to be done, when it must be done, and after that changing events that would intrude with its satisfaction is come to in the best possible measure of time.

Time administration is not tied in with finishing more things in a day. It is tied in with getting the things that issue by and large done. Time administration is the ability to pick what is key in your life both at work, at home and even in our own particular life. Time is that nature of nature which shields all events from occurring immediately. To manage your time, you need to encounter an individual time study and gage the way your time is being spent. Time administration is a course of action of guidelines, hones, capacities, gadgets and system that assistance you use your chance to satisfy what you require. Time administration is a capacity that extensive parts of us seem to learn through need. Time administration is an ability that puts aside chance to change and perfection. It moreover is a skill that is unmistakable for everyone. Time administration suggests the headway of strategies and gadgets that extension viability and effectiveness.

Time administration is a champion among the best mechanical productivity of your gathering. In the time administration get ready, individuals are given an exceptional masterminding and administration systems that assistance them more critical control their time and furthermore their execution. As a chief, representative, administrative authority or an official, time is the most critical asset. Remembering the ultimate objective to have a convincing utilization of time, sort out errand and activities at that point forgo unnecessary parts. Capable time administration can't be turned off when accommodating. It is a course of action of aptitudes that transform into an inevitable bit of one's master and individual life. The two essential portions of time administration are practice and reason.

The training part insinuates what you do with the minutes of your day. The reason section suggests finding and knowing your inspiration in life. When you manage your time, the minutes of your life, and it falls in game plan with your inspiration of your life, you have a magnificent chain reaction. This course of action can enable you to satisfy your endeavors more suitably, to accomplish your destinations more quickly, and to give you a more critical sentiment peace. According to Hisrich and Peters (2002), it is a novel sum a specialist (manager) can't store it and get it. Time administration incorporates contributing time to make sense of what one needs out of his activities. Time administration depends on decide that it is more fundamental to do the correct things than to do things right. The ability to pick between the basic and the unessential and be persisting on the precisely picked progression is the key determinant of reasonability in time administration.

Time management is a methodology for boss to grow work execution suitability (Claessens, Roe, & Rutte (2009). Time administration indicates the use of particular methodologies, for instance, plans or purposefully organizing works out, or to share in planning with the inspiration driving making sense of how to pro and use such a system. Claessens et al (2009) have portrayed time administration as sorts of lead that different people who complete things on time and put little vitality in their activities from the people who are regularly late, go due date, put much time in their activities and sit idle on insignificant issues.

As showed by Allen (2001), Time administration is likely not as straightforward as what it is imagined and expected that would be. From now on, makers differ in the course in which they describe time administration. In their investigation, "time administration: reasonability, method of reasoning and challenges", (Claessens, Roe, and Rutte, 2009) have seen that the term time administration infers particular things to different people. In other to have an effective use of time, prioritization of assignments and activities, take out unnecessary segments and manage the time administration planning. As showed by Human Ladders, time administration isn't tied in with being time bound and productive however in more broad perspective how suitably you exhibit basic trust and value sharing in your gathering so everybody in the gathering feels pleasure of achievement and achievement. Execution can be seen as the solid ability to convey comes to fruition over postponed time allotment and in an arrangement of assignments. Extraordinary in affiliations is the time when an affiliation is so phenomenal in such an extensive number of domains that it dependably outmaneuvers an

expansive bit of its opponents for widened time periods. Execution can be seen as the unfaltering ability to make happens over deferred time allotment and in a collection of assignments. To improve affiliation execution is through effective time administration. Execution furthermore chooses the accomplishment and survival of every affiliation.

Since the manager is a man outfitted with resources as men, materials, and money with the ultimate objective of fulfilling communicated legitimate destinations and targets, what minimum fitting costs are being cared for (economy), what sum and nature of items and undertakings are being conveyed, and resources used to make them (capability), and how far the ordinary various leveled goals are being expert (ampleness).

Standards for Powerful Time Management

As demonstrated by European Journal of consistent research (2008), the going with are gauges for intense time administration.

Be versatile.

Be an advantageous researcher.

Confine commitments suitably.

Work according to your mien.

Do whatever it takes not to make incomprehensible systems.

Allow time for sit minute among social events and genuine occupations.

Focus on comes about not in development. Around the finish of specific periods, it is basic for each tried and true individual to take supply of honest to goodness delayed consequences of his/her exercises and difference same and courses of action.

Time Management Behaviors

In association with time administration rehearses, a couple of studies have focused on practices that include: time evaluation lead, orchestrating and watching conduct (Claessens et al, 2007). The makers have delineated these practices in purposes of intrigue. Abdulkareem and Oyeniran, (2011).) says that time assessment rehearses are go for regard for right away, or past, present and future and concern of people chance use and recognize assignments and commitments that well capacities. In association with orchestrating rehearses, which join goals, masterminding endeavors, arranging, making plans, gathering errands, go for reasonable use of time. Checking hones focus on watching one's use of time while performing works out, delivering a feedback circle that allows a state of restriction to the effect of interruptions by others (Claessens, et al. 2007).

Academic Motivation

Gottfried (1990) portrays educational motivation as, fulfillment in school learning depicted by an expert presentation; premium; resourcefulness; undertaking endogeny; and the learning of testing, troublesome, and novel

errands. On the other hand, Turner (1995) sees motivation as synonymous with mental engagement, which he describes as tenacious jobs of strange state self-coordinated learning strategies, for instance, affiliation, organizing, and matching.

Statement of the Problem

Time can never be purchased or sold. The human life rotates around time. It is the advantage of all exercises from life to death. A viable time management strategies are expected to the students' academic profession to make progress and true serenity. Reviews in higher education regularly rely on the achievement of an assortment of assignments, including those with various due dates, lengths and needs. This various projects, and after that assessments are dictated by the nature of endeavors put in. the more the roused the students, the more have odds of achievement for them. In this manner, scholarly execution is affected by time management aptitudes. Along these lines, as expanding requests are put on students' capacity to oversee time for scholarly achievement. Hence the current study is an intention to explore the impact of time management skills on students' motivation at university level.

Objectives of the Study

Following were the objectives of the study.

1. To fine out the impact of gender on time management indicators of students at university level.
2. To investigate the impact of gender of students on their motivation at university level.
3. To trace out the impact of the class level of students on the indicators of time management at university level.
4. To investigate the impact of the class level of students on the indicators of motivation at university level.

Research Hypotheses

To achieve the desired objectives, following null hypotheses were formulated
Ho1: There is no significant impact of gender of students on time management indicators at university level.

Ho2: There is no significant impact of gender of students on their motivation at university level.

Ho3: There is no significant impact of the class level of students on the indicators of time management at university level.

Ho4: There is no significant impact of the class level of students on the indicators of motivation at university level.

RESEARCH METHODOLOGY

This part of the paper justified the research design, population of the study, sample selection method, hypotheses that were investigated, different types of variables used in the research, instrument, their reliability, validity and pilot

testing of the instrument, techniques of data collection, application of statistical methods, and permission to conduct the research are also explained completely.

Research Design

The study was a descriptive in nature. It was a survey type of research. Data were collected with the help of an instrument. The data that collected belonged to quantitative form were analyzed and interpreted.

Population

The population of study consisted of the students that were enrolled in two public sector universities of Faisalabad. The students were taken from BS Honors classes. The disciplines that participated in the study were, B. Ed (Hons), BS Physics, BS Urdu, and BS Mathematics.

Sample

Four departments were selected from both universities randomly. The departments of education, Urdu, Physics and Mathematics were selected. Due to gender and location of the respondents, they were distributed in male, female, urban, and rural category. A total of four hundred students were selected from the respective classes of those universities. Fifty students were selected from each department. So 200 (two hundred) students were selected from four departments of each university. Male students were 182 and female students were 218. Arts students were 200 and science students were 200. Urban areas students were 165 and rural areas students were 235. The B. Ed. students were 100. The students of BS Physics were 100. The students of BS Urdu were 100. The students of BS Mathematics were 100. The second semester students were 148. The students of fourth semester were 126. The students of eighth semester were 126. The students belonged to GC University were 200. The students belonged to Education University were 200. All the students of each class were requested to fill up the questionnaires on five point Likert scale regarding the time management techniques and motivation of the students.

Instrumentation

Self-constructed instrument named, Time Management and Motivation Survey (TMMS) was used by the researcher herself for this purpose. Data were collected using the questionnaire. There are two variables, time management techniques and motivation. The dependent variable was performance of students. The instrument was pilot tested for this study to check the reliability, validity and suitability. The instrument was developed in English language and translates in Urdu language using back translation keeping in view the literature review and different questionnaires already used for different researchers about time management and motivation. The part of the questionnaire time management skills had 34 items with 5 factors named, goal setting, prioritization, managing interruption, procrastination/ postponement, and scheduling. The second part of the instrument was motivational techniques. It has 19 items with 6 indicators named, Intrinsic Motivation, Curiosity,

Independent Mastery, Extrinsic Motivations, Pleasing Teacher, and independence of Teacher. The demographic information that was included with Likert type scale were, gender, subject, location, class, semester, and university.

Table 1. Reliability Analysis of the Instrument

S. No	Factors	Cronbach Alpha
1	Time Management Skills	.801
2	Motivational Techniques	.817
3	Overall	.934

The table 1 showed that time management skills had Cronbach Alpha value .801. The motivational techniques had .817 Cronbach Alpha value. The overall reliability of the instrument was .934.

Ho1: There is no significant impact of gender of students on time management indicators at university level.

Table 2. Impact of Gender of Students on Time Management Indicators

Indicators	Gender	N	Mean	Std. Deviation	t	p
Prioritization	male	182	3.5240	1.01126	-1.893	.059
	female	218	3.7087	.93758		
Manage Interruptions	male	182	3.5064	.86031	-1.669	.096
	female	218	3.6506	.86024		
Postponement	male	182	3.5430	.93207	-1.016	.310
	female	218	3.6369	.90456		
Scheduling	male	182	3.5651	.84826	-1.025	.306
	female	218	3.6494	.79380		
Overall Time Management	male	182	3.5373	.82210	-1.520	.129
	female	218	3.6593	.78045		

In Table 2, the results depicted a non-significant difference between male and female students with respect to prioritization, managing interruptions, postponement, scheduling, and overall time management. It was clear that male and female students had a non-significant difference with respect to all indicators of time management as p value is greater than the level of significance. The mean value of the results shows that male and female students had same perceptions on the indicators of prioritization, managing interruptions, postponement, scheduling, and overall time management. So, the null hypothesis regarding the significant impact of gender of students on time management indicators at university level was accepted.

Ho2: There is no significant impact of gender of students on their motivation at university level.

Table 3. Impact of Gender of Students on Motivation Indicators

Indicators	Gender	N	Mean	Std. Deviation	t	p
Intrinsic Motivation	male	182	3.5234	.85346	.563	.574
	female	218	3.5688	.76077		
Curiosity	male	182	2.7619	.89372	-1.589	.113
	female	218	2.9098	.95389		
Extrinsic Motivation	male	182	3.3819	.78385	-.922	.357
	female	218	3.4541	.77710		
Overall Motivation	male	182	3.1825	.49440	-.316	.152
	female	218	3.1985	.51189		

The Table 3, the results depicted a non-significant difference between male and female students with respect to intrinsic motivation, curiosity, extrinsic motivation, and overall motivation. It was clear that male and female students had a non-significant difference with respect to all indicators of motivation as p value is greater than the level of significance. The mean value of the results shows that male and female students had same perceptions on the indicators of intrinsic motivation, curiosity, extrinsic motivation, and overall motivation. So, the null hypothesis regarding the significant impact of gender of students on motivation indicators at university level was accepted.

Ho3: There is no significant impact of the class level of students on the indicators of time management at university level.

Table 4. Impact of Class of Students on Time Management Indicators

Indicators		Sum of Squares	df	Mean Square	F	Sig.
Goal Setting	Between Groups	39.904	3	13.301	16.154	.000**
	Within Groups	326.076	396	.823		
	Total	365.980	399			
Prioritization	Between Groups	43.414	3	14.471	17.065	.000**
	Within Groups	335.820	396	.848		
	Total	379.234	399			
Manage Interruptions	Between Groups	24.696	3	8.232	11.988	.000**
	Within Groups	271.914	396	.687		
	Total	296.610	399			
Postponement	Between Groups	15.199	3	5.066	6.260	.000**
	Within Groups	320.477	396	.809		

	Total	335.675	399			
Scheduling	Between Groups	14.918	3	4.973	7.791	.000**
	Within Groups	252.760	396	.638		
	Total	267.678	399			
Overall Time Management	Between Groups	26.694	3	8.898	15.368	.000**
	Within Groups	229.285	396	.579		
	Total	255.979	399			

**P<0.01

According to table 4, ANOVA was performed to explore the significant impact of the class level of students on the indicators of time management at university level. The impact of class level was traced out with the indicators, goal setting, prioritization, managing interruptions, postponement, scheduling, and overall time management. The results of ANOVA indicated that there existed a significant impact of the class level of students on the indicators of time management at university level. So, the null hypothesis regarding the significant impact of the class level of students on the indicators of time management at university level was rejected.

Ho4: There is no significant impact of the class level of students on the indicators of motivation at university level.

Table 5. Impact of Class of Students on Motivation Indicators

Indicators		Sum of Squares	df	Mean Square	F	Sig.
Intrinsic Motivation	Between Groups	13.805	3	4.602	7.474	.000**
	Within Groups	243.831	396	.616		
	Total	257.636	399			
Curiosity	Between Groups	14.759	3	4.920	5.914	.001**
	Within Groups	329.430	396	.832		
	Total	344.189	399			
Extrinsic Motivation	Between Groups	5.707	3	1.902	3.178	.024*
	Within Groups	237.062	396	.599		
	Total	242.769	399			
Overall Motivation	Between Groups	3.116	3	1.039	4.197	.006**
	Within Groups	98.011	396	.248		
	Total	101.127	399			

According to table 5, ANOVA was performed to explore the significant impact of the class level of students on the indicators of intrinsic motivation, curiosity,

extrinsic motivation, and overall motivation. The results indicated that there existed a significant impact of the class level of students on the indicators of intrinsic motivation, curiosity, extrinsic motivation, and overall motivation at university level. So, the null hypothesis regarding the significant impact of the class level of students on the indicators of intrinsic motivation, curiosity, extrinsic motivation, and overall motivation at university level was rejected.

FINDINGS AND DISCUSSION

The results depicted a non-significant difference between male and female students with respect to prioritization, managing interruptions, postponement, scheduling, and overall time management. It was clear that male and female students had a non-significant difference with respect to all indicators of time management as p value is greater than the level of significance. The mean value of the results shows that male and female students had same perceptions on the indicators of prioritization, managing interruptions, postponement, scheduling, and overall time management.

Aduke (2015) investigated that powerful time management strategies may not exclusively be connected to the scholars' motivation and performance in life however to their general schedule to make progress and significant serenity. Larger organizations regularly rely on lengths and needs of activities. This numerous assignments, and afterward grades are under control by the nature of endeavors put in. So, performance can be relied upon to be impacted with time management abilities. It was inferred that when the university students set their goals, they manage priority of their academic tasks, handle interruptions, reduce delay of the work and set and complete the educational activities as schedule. Many previous studies are in line with the current study. As for example, scheduling has positive link with students' motivation (Mercanlioglu, 2010 and Shellenbarger, 2009). Graduate students manage their time well and removes the barriers of motivation by using it appropriately (Partanen, 2014). Cemaloglu and Sevil (2010), put that there is a vital and positive association between time masterminding and insightful achievement of students. This finding validates the prior examination of Eilam and Aharon (2003), Davis (2000) and Green and Skinner (2005). The issues of time administration are of international level and focus on inclinations of motivational techniques (Igdem, 2010). It was also affirmed by Davis (2000).

The results depicted a non-significant difference between male and female students with respect to intrinsic motivation, curiosity, extrinsic motivation, and overall motivation. It was clear that male and female students had a non-significant difference with respect to all indicators of motivation as p value is greater than the level of significance. The mean value of the results shows that male and female students had same perceptions on the indicators of intrinsic motivation, curiosity, extrinsic motivation, and overall motivation.

The impact of class level was traced out with the indicators, goal setting, prioritization, managing interruptions, postponement, scheduling, and overall time management. The results of ANOVA indicated that there existed a significant impact of the class level of students on the indicators of time management at university level. There revealed a significant impact of the class

level of students on the indicators of intrinsic motivation, curiosity, extrinsic motivation, and overall motivation. There existed a significant impact of the class level of students on the indicators of intrinsic motivation, curiosity, extrinsic motivation, and overall motivation at university level.

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