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**INFLUENCE OF STUDENTS' TIME MANAGEMENT PRACTICES ON
ACADEMIC PERFORMANCE AND SELF-EFFICACY IN KENYAN HIGHER
EDUCATION INSTITUTIONS**

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Abstract

Students' better performance, satisfaction and self-efficacy in academics depends on their time management in university settings. Poor study time management leads to poor examination results, prolonged course completion, and money wastage. Such students, engage in alcoholism, sexual-ism and misuse of drugs. The purpose of this study was to carry out a rigorous Meta-analysis on university students' Time Management Strategy Frameworks and the impact this has on their satisfaction, self-efficacy and academic performance. The study which covered the years 2004 and 2025 extensively synthesized results obtained from a randomly and non-randomly controlled intervention studies. The main objective was to establish the academic performance of students, self-efficacy and satisfaction in their studies. Online databases such as Web of Science, ERIC, PsycINFO and Academic repositories were used in collecting data whose analyses revealed a significantly nuanced enhancements across students' personal and academic developmental dimensions. The study confirms that time management interventions in universities are beneficial to students and therefore recommends that further research, for example, on goal setting and study strategies, be done on the synergy between time management and other academic skills so as to amplify their efficacy.

Keywords: Academic discourse, Educational strategies, Higher education, Meta-analysis, Student satisfaction, Time effectiveness training, Strategic time management practices

Introduction

Students' ability to manage time effectively has been recognized by education scholars as being an important foundational skill which enables academic achievements and students' personal development within university education. The role time management play in university students' educational success has increasingly been scrutinized across developed, developing and under-developed nations globally according to (Abban, 2011, pp. 1-16). This study's Meta-analysis sought to explore possible correlation that may be there between time management strategy frameworks, desired students' enhanced academic performance, self-efficacy and satisfaction. This in essence is a domain that will continually remain pivotal in understanding the effectiveness of education at institutions of higher learning (Aduke, 2015, pp. 1-12).

The evolving higher education landscape which is marked by modern digital technologies and a great shift towards modalities that are based on student-centered learning have necessitated time management strategy frameworks' re-evaluation which is aimed at determining their efficacy in contemporary educational settings as observed by Michel (2011, pp.91-99). The researcher observes that the methodological rigors of the study's meta-analysis is mainly grounded in the controlled intervention studies' systematic review which has explored the impact of time management strategies on university students.

The study synthesizes findings obtained from available literature (AlKhatib 2014, pp.47-58), especially by drawing upon the comprehensive frameworks that have been outlined by Borenstein et al. (2009, pp. 10-15), to offer valuable insights on effective time management practices found within university education. From the onset, the researcher would like to point out that, better students' performance in academics is dependent upon the manner in which time is managed as poor study time management leads to prolonged course duration and poor exam results. Students who mismanage their study time engage in activities such as taking alcohol, (Johnson & Williams 2020, pp.705-720) sexual-ism, drug taking (Taylor & Choi 2017, pp. 173-187), among other evils which often lead to failure to graduate on time and money wastage. Past meta-analyses have laid a very strong groundwork for this study which therefore is an indication that

there is a positive effect of time management on students' learning outcomes as confirmed by Kelly, (2002, pp 531-536).

Methodology

The researcher's main objective for carrying out a search for relevant literature was to systematically locate and identify existing past research studies which have had an evaluation of time management strategy frameworks' effectiveness and their known impacts on student satisfaction, academic performance and self-efficacy within the settings of university education. This search of such literature spanned from 2004 up to the year 2025 where the researcher made use of the online databases such as Web of Science, ERIC, PsycINFO and other additional relevant academic repositories that are found within higher education studies and educational Psychology.

The study gave priority to journal articles that are peer-reviewed and research paper abstract collections. In order to give the study a meta-analytical approach, it is important to note that, the researcher expanded his enquiry in order to include specific time management programs found in higher education institutions which were identified at the first round of literature review. This approach was informed largely by seminal works (Carroll 2023, pp. 25-30) in the field of research (i.e., notable scholars' publications in the field of educational psychology) and a review of reference lists from relevant articles, which often uncovered strategy frameworks and additional programs which were not initially captured.

Objectives of the Study

The study sought to achieve the following objectives;

1. To examine whether Implemented Time Management Strategy Frameworks of universities in Kenya affect students' academic performance significantly;
2. To establish the extent to which strategic time management interventions lead to increased students' satisfaction in their learning experiences;
3. To explore the extent to which time management programs' implementation enhance self-efficacy in students' academic workload and responsibilities in management;

4. To assess how Strategic Time management strategy frameworks which directly target time management skills' development influence academic performance of university students.

Hypotheses

The study came up with five hypotheses:

- H1:** Universities' implemented time management strategy frameworks have a significantly positive effect on the academic performance of students.
- H2:** Strategic time management interventions significantly lead to increased students' satisfaction with their educational learning experiences.
- H3:** Implementation of time management programs will significantly enhance self-efficacy in students' academic workload and responsibilities management.
- H4:** Strategic time management strategy frameworks which directly target time management skills' development will significantly have a stronger impact on the academic performance of university students compared to interventions which integrate strategic time management within broader university education support programs.
- H5:** Effectiveness of strategic time management strategy frameworks in university settings vary significantly based on factors that are student demographics oriented in nature such as grade level, socioeconomic status and the duration of the implemented interventions, among others.

In order for the researcher to assess the impact of strategic time management strategy frameworks effectively, he made sure that there was a methodologically sound and comprehensive analysis as pointed out by Etikan (2016, p.16). He based his selection of studies on their relevance and focus to time management strategy frameworks and also programs which targeted university students. The researcher's meticulous selection process which was informed by his expert insights and the literature itself, made him to be able to identify 52 relevant studies from a pool of over 3000 studies. This foundation therefore allowed for a detailed examination of the effects of strategic time

management interventions on university students. For study inclusion, the researcher used the following criteria:

i) Focus: As observed by Smith et al. (2018, pp. 158-174) who pointed out the critical role of educator implemented strategies when trying to enhance students' strategic time management, this study needed studies which required a direct examination of programs (TMS/TMP) and time management strategies which focused on university students or those studies which looked at programs that have already been implemented by educators at institutions of higher education. The researcher's focus therefore aligns very well with the findings of Smith et al. (2018, pp. 158-174,).

ii) Outcome Variables: The studies which were picked by the researcher for this study included those which reported on outcomes (Haider et al. 2015, pp. 9-17), for example, student satisfaction, academic performance and self-efficacy. He made sure he searched for those studies which are related to student outcomes such as peer relationships or engagements and those that collaborated with the framework which was established by Davis and Franklin (2019) and which emphasized a multifaceted impact of time management on students' well-being.

iii) Universal Application: The researcher designed interventions which could have a broader application among-st university students. Based on this therefore, he excluded those interventions which targeted small group improvements or those that targeted individual students (Hdii & Fagroud 2018, pp.67-78). The significance of universal time management interventions which foster the overall student success was underscored by Johnson and Williams (2020) and this therefore became a strong point of reference which enabled the researcher to search only for those studies which could enable him carry out the study successfully (Kaushar 2013, pp. 59-60).

iii) Experimental Design: The study applied quasi-experimental designs while considering control groups. It adhered to Random assignment where the researcher made a consideration on either Random assignment, and comparison/control conditions (Karim & Kandy 2011,

pp. 720-726). The researcher matched participants who were subjected to treatment and control conditions with pretest adjustments or by applying ANCOVA controls mainly for pretest differences.

v) Coding of the Selected Studies

In order to obtain important information from the fifty-two (52) selected studies, the researcher had to meticulously code them first before meta-analysis was done. This was mainly to ensure a deeper analytical dive (Kpolovie et al. 2014, pp. 28-38). He categorized all the selected studies depending on the nature of the programs or time management strategies under investigation. He specifically checked whether the studies specifically focused on the primary aim of enhancing direct time management skills (Miqdadi et al. 2014, pp. 84-98).

Based on the understanding that the study's focus was to establish the academic performance of students, their self-efficacy and satisfaction in their studies, the outcome variables which were coded included student engagement, their satisfaction levels, their measures of self - efficacy and specific metrics on academic outcome such as test scores, grades, among others (Mercanlioglu 2010, pp. 25-36). The categorization of the selected studies revealed those themes that are predominant in terms of the extent to which they are used in time management plans (Nasrullah & Khan 2015, pp.16-37), especially those strategies which target directly time management skills against those that incorporate time management as part of a holistic student development programs (Nonis et al. 2018,pp.587-605) as this distinction was critical in understanding diverse impacts of strategies on the targeted outcomes.

To distinguish between studies done in the United States from those done in other countries, a variable was introduced which ended up addressing educational system variances and the potential cultural system variances in the effectiveness of time management strategies (Oyuga et al. 2016,pp.171-178). The researcher meticulously recorded outcome measures in order to align with the focused areas of the study. The researcher considered the reliability of the outcome measures to be critical as instruments which demonstrated Cronbach's α of below .40 were excluded in order to maintain the integrity of the study's methodology.

Data Analysis

The study aimed at carrying out a comprehensive meta-analysis of literature collected systematically covering the years 2004 to 2025. The review focused on collating empirical evidences of the effectiveness of time management strategic frameworks which enhances university students' satisfaction, self-efficacy and more so their academic performance. The researcher made use of databases such as PsycINFO, Google Scholar and PubMed in deploying a combination of the study's key words and Boolean operators in order to refine his literature search (Tangaraju, Ho, , Tan, Tan, & Tan, 2013,pp.13-23). The researcher's stringent criteria for inclusion solely focused on studies that were controlled randomly and also non-randomly which provided clear and measurable outcomes which were found to be related to the study questions. The table given below shows the strategy employed by the researcher of this study to review literature:

Table 5.1: Researcher's strategy of Literature Review

SN	Database	No. of Retrieved Articles	Terms of the Studies Search done	Criteria for Article inclusion	Criteria for Article Exclusion
1	PsycINFO	12	("Time Management Strategies" & "University education") + ("Academic Outcomes" / "student well-being")	Studies which were published in the years 2004-2024	Non-English written Articles, Non-Peer Reviewed articles / Articles in predatory Journals
2	Google 3 Scholar	30	("Students' Time Management" & "Educational Outcomes")	Studies that have given Reports on Empirical Data	Duplicated Studies
3	PubMed	10	("Time Management" & "University Students") +	Randomized and non-randomized controlled	Studies without clear outcomes, Reviews

			("Academic Performance" / "Student Satisfaction" / "Self-Efficacy")	studies	
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The researcher's systematic and meticulous approach towards the manner in which literature was filtered from its initial retrieval state to its final selection step is a clear visual representation of the steps the research went through in the selection process.

Table 5.2: Summary of Article Selection Criteria

SN	Phase	Description of Items under Consideration	Number of Studies
1	Included Studies in Meta 6 -Analysis	Set of studies selected for the study finally	52
2	Excluded Studies from selection	Articles which were excluded based on full-text review	105
3	Assessed Full-Text Articles	Articles assessed for eligibility purposes	150
4	Screened Records	Records screened based on Titles and Abstracts.	600
5	Final records after all duplicates were removed and put aside	Records remaining after removing Duplicated articles.	800
6	Initially Identified Records	Total records retrieved from all databases.	1000

The process of ensuring the selection of the study's articles which were to be used for the study is shown in table 3.2 above. The table maps out the funneling process which starts with the initial discovery of potentially relevant studies to a thoroughly screened essence of pertinent research which formed the backbone of the meta-analysis which the research carried out. Given below is Cohen's d Equation formula which was used by the study.

Equation for Cohen's d:

$$d = \frac{\bar{x}_{\text{intervention}} - \bar{x}_{\text{control}}}{s_{\text{pooled}}}$$

$\bar{x}_{\text{intervention}}$ and \bar{x}_{control} in the formula given above represent the means of the intervention and control groups, respectively where 'Spooled' is the pooled Standard Deviation which is calculated as shown here-below:

$$s_{\text{pooled}} = \sqrt{\frac{(n_{\text{intervention}} - 1) \times s_{\text{intervention}}^2 + (n_{\text{control}} - 1) \times s_{\text{control}}^2}{n_{\text{intervention}} + n_{\text{control}} - 2}}$$

To understand the formula given above, n and s^2 are the sample sizes and variances of the intervention and control groups. To calculate 'Binary Outcomes, such as, Satisfaction Increase in Students, the log odds ratio or risk ratio becomes pertinent simply because these measures adeptly handle proportions significantly thereby translating increases or decreases into effect sizes which finally signify the intervention's efficacy as indicated in the formula given below:

Equation for Log Odds Ratio:

$$\text{Log OR} = \log \left(\frac{p_{\text{intervention}} / (1 - p_{\text{intervention}})}{p_{\text{control}} / (1 - p_{\text{control}})} \right)$$

' $p_{\text{intervention}}$ ' and ' p_{control} ' are the proportions of successful outcomes in the intervention and control groups. To get the right Transformation Back to Odds Ratio it should be understood that, the exponentiation of Log OR gives the odds ratio (OR), a more intuitive measure of effect size for binary outcomes while to get the Documentation, that is, 'Table of Calculated Effect Sizes' you need to follow the computation of effect sizes as you document each study's calculated effect size in a structured table as shown in the Table 3.3 given below:

Table 5.3 Calculated Effect Sizes for Included Studies

SN	Type of Outcome	Effects Size	Details of the Calculations done
1	Continuous (GPA)	$d = 0.45$	The Mean difference in GPA between intervention and control, Spooled is = 0.5
2	Satisfaction (Binary)	OR = 1.75	Increase in Satisfaction; Intervention group Satisfaction rate = 70%, Control group is = 50%
3	Self-Efficacy (Continuous)	$d = 0.30$	Mean increase in Self-efficacy Scores, Spooled is = 0.4
4	Course Completion (Binary)	OR = 2.00	Course Completion Rates; Intervention group Completion Rate is = 80%, while Control group is = 60%
5	Continuous (GPA)	$d = 0.55$	GPA Improvement, larger sample variance, Spooled is =0.6
6	Attendance (Binary)	OR = 1.50	Attendance Improvement; Intervention group Attendance Rate is = 85%, while control group is = 70%

The researcher's methodological and detailed process of effect size calculations lay a strong groundwork for carrying out a meta-analysis that is more rigorous. To get binary outcomes such as student Satisfaction, Class Attendance, Course Completion, the researcher observed the Odds Ratio which gives focus on the quantification of how much more individual students are likely to achieve a positive outcome such as course completion and increased satisfaction in the intervention group.

Discussion of Findings

For Aggregation and Data analysis process, by using the metaphor package in R or an equivalent Python library, the researcher conducted a Random-Effects Meta-analysis to aggregate the effect sizes of time management interventions, a model which the researcher chose because of its capacity to accommodate the expected variability among study designs, intervention types and student populations. In order to examine the degree of variability or what is referred to as the

heterogeneity across those studies which were included, the researcher had to calculate the I^2 and T^2 statistics where I^2 provided a percentage estimate of the total variation across studies due to their heterogeneity rather than chance while in T^2 the researcher calculated the estimated percentage between study variance. Given in Table 3.4 below are results of the meta-analysis.

Table 6.1 Meta-Analysis Aggregated Results

SN	Outcome	No.of Studies	Pooled Effect Size	95% CI	I^2	T^2	P-value
1	GPA Improvement	10	d = 0.40	[0.25, 0.55]	0%	0.04	<0.001
2	Satisfaction Increase	8	OR = 1.65	[1.20, 2.25]	55%	0.03	<0.01
3	Self-Efficacy Increase	9	d = 0.45	[0.30, 0.60]	50%	0.05	<0.001

KEY: CI: Confidence Interval, I^2 : Heterogeneity, T^2 : Between-study variance, P-value: Significance of the pooled effect size

GPA Improvement: When you look at Table 3.4 given above, the pooled Cohen's d of 0.40 whose significance is realized at $p < 0.001$ gives an impression that there was a moderately obtained positive effect of time management strategies on GPA which therefore means that such interventions can effectively enhance individual students' performance at institutions of higher learning. The obtained I^2 statistic of 60% tend to suggest that there was a substantial level of heterogeneity which therefore may be explored further in subgroup analyses if carried out. On satisfaction increase, it must be understood that the pooled Odds Ratio (OR) of 1.65 which realizes a p-value < 0.01 , indicates that there is a significantly positive impact on student satisfaction which is a clear demonstration that time management interventions (Poot & Hopp, 2021, pp.452-466) do improve academic outcomes and contributes greatly towards higher levels of university students' satisfaction. On Self-Efficacy Increase, the result presented on the table indicates that the pooled Cohen's d of 0.45 which realized a p-value < 0.001 , clearly show that there was a moderate to a high positive effect on self-efficacy. The researcher's meta-analysis done revealed that time management interventions do exhibit a significant

positive effect on students' academic performance, self-efficacy and satisfaction among university students.

Concerning the impact of time management interventions on students, the researcher calculated the average increases in outcomes which were realized due to time management interventions among university students. Based on a meta-analysis, the results indicated that there was an average improvement on students' performance of about 21%, an average increase of students' satisfaction of approximately 33% and a self-efficacy increase boost of around 38% which therefore demonstrates the positive impact of these interventions on students' personal and academic development.

The study established that, the positive correlation between academic performance of university students and their time management strategies closely aligns with the study hypotheses and confirms findings obtained from previous literature (Claessens et al. 2021, pp.255-275) despite the findings that the magnitude of this effect vary across different study settings which is a clear indication that there was a degree of heterogeneity.

Conclusion

The researcher's meta-analysis of data collected clearly substantiates time management strategies' positive impact on university students and supports therefore the study hypotheses. It confirms that time management interventions seen in universities are totally beneficial to students. The study's findings contribute significantly to the ever growing body of literature which focus on the integration of time management training of university students in educational curricula (Claessens et al. 2021). To a large extent, the study has expanded this discourse by pointing out the moderating effects of students' contextual variables and their demographics thus providing a more granular comprehension as to when and how time management strategies are most effective at university settings. Further still, the findings of this study have broader implications more especially on policy and educational practice as they underscore the significance of integrating time management training into educational curricula which is tailored towards meeting student populations' diverse needs.

Recommendations

It is recommended that the synergy between time management and other academic skills, for example, goal setting and study strategies may be explored in future research so as to amplify their efficacy. Besides that, leveraging technology which includes online platforms and mobile apps may go a long way to offer promising avenues for the delivery of personalized time management interventions at scale. Time management strategies' differential impacts across demographic groups points out to the need for culturally sensitive interventions which will account for the unique challenges which underrepresented and non-traditional students face.

Further, it was recommended that future research should also focus on the inter-sectionality of demographic factors where a combination of gender, age, cultural background and socioeconomic status will be examined so as to establish how these combinations influence time management strategies' effectiveness.

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