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**TIME MANAGEMENT PRACTICES AND ACADEMIC PERFORMANCE OF
UNDERGRADUATES IN PUBLIC UNIVERSITIES IN EDO AND DELTA
STATES**

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Abstract

The study investigated the relationship between time management practices and academic performance of undergraduates in public universities in Edo and Delta states. The purpose was to determine the level of academic performance of undergraduates in Edo and Delta states' public universities and to establish a relationship between time management of the students and their academic performance. Three (3) research questions were raised, one of which was hypothesized and tested at 0.05 level of significance. The study adopted the ex-post facto design using correlation approach. The population of the study comprised 15,906 full-time 300 level undergraduates in public universities in Edo state with 10,338 students and Delta state with 5,568 students who were admitted in the 2014/ 2015 academic session. Stratified and purposive sampling procedures were used to select 815 students which accounted for 10% of the total undergraduates (300 level) students in both Edo and Delta states. Two sets of checklists were used to collect relevant data for the study. The first was titled: "Non-instructional Undergraduates' Activities and Time Spent Checklist (NUIATSC)". The second checklist was titled: "Academic Performance of Undergraduates' Checklist (APUC)". The data collected were subjected to statistical analysis using percentage, Pearson Product Moment Correlation coefficient (pearson, r). The result of the analysis showed that majority of the undergraduate students in public universities in Edo and Delta states spent their time on non-academic related activities during their non-instructional time. The academic performance of undergraduates in both Edo and Delta states were generally moderate.

The relationship between time management practices and students' academic performance in both Edo and Delta states was found to be positive and significant. Based on the findings, it was recommended that university authorities should always endeavour to organize workshops on time management skills for students especially during the orientation week. University authorities should censor all non-academic programs such as religious, socio- political activities and commercial/ business engagement on campuses since academic excellence is their ultimate goal.

Keywords: Time Management, Practices, Undergraduates, Academic, Performance

Introduction.

Time as a resource is very crucial to any organization like the University education. Time is part of nature which no individual has absolute control over. It is indeed a free given commodity which when properly and judiciously managed to meet our everyday activities will yield desired results. Tasks/ activities are initiated and executed every day by undergraduates which include academic and non-academic activities. Most of their academic activities are time-bound, while those non-academic activities have no time limit.

Undergraduates are regarded as adults who have come of age and are capable of making appropriate decisions on the use of the time available to them to achieve excellence in their academic pursuit. However, it is not unusual to find undergraduates shifting blames, grumbling and complaining about lack of sufficient time to meet with academic tasks after failing to make judicious use of their time. Undergraduates usually assume that time is always available and can be regained when lost, especially after they get themselves entangled with frivolous and non-profitable activities. Some of the non-academic activities include unguided travelling, clubbing, incessant social/ recreational, cultural, political, economic and religious activities and a host of others. Sometimes they engage in full or part-time paid jobs at the expense of their academic work, all in a bid to make ends meet.

Time management has been described as "behaviour" aimed at achieving an efficient use of time while conducting certain goal-directed activities (Classeins, Van Eerd, Rutte & Roe, 2007). It could also

be seen as self-management with a clear and special importance on time to determine what to do, how much time to allocate to tasks, how to conduct activities more effectively and when time is right for specific activities. These practices help the students to acquire changes that will help them renounce those things that prevent them from realizing their goals on time.

The essence of time management practices in connection with academic performance has been a subject of discourse in many scholarly studies. A growing body of research suggested that time management was positively related to academic performance, Lahmers & Zulauf (2000); Trueman & Hartley (1996). For example, recent studies showed links between time management and students' academic performance. Turgut (2015) showed in his study on Relationship between Medical Students Time Management Practices and their Academic Performance. The result revealed that there was a significant relationship between time management practices and academic performance. Necati & Sevil (2010) explored the relationship between time management and students' academic achievement. The results showed that there was a significant relationship between time management and academic achievement.

In the opinion of Ogonor & Nwandiani (2006), time and effort management is very crucial to students' academic success. They further revealed in their study that the poor academic performance of undergraduates was a result of the poor management of their non – instructional time in favour of their studies. Grave (2010) ;Tayebah, Ali, Forough (2012); Prowel & Entwistle (2014); Adebayo (2015) and Olowokere, Amos, Jonathan, Olujide and Godwin (2015) emphasised the significance of time management to students' academic performance. However, they disclosed that undergraduates in science based programmes spent their personal and non – instructional time on academics than social or extracurricular activities

Time management practices is therefore essential in ensuring unnecessary waste of time and judicious utilization of energy and time in order to maximize the anticipated gains of university education.

Statement of the problem

Successful and timely completion of university education is the desire of both parents and students. To achieve this, time management

practice of undergraduate is important especially in an uninterrupted academic calendar by external forces like strike actions. However, it has been observed that majority of undergraduates appear not to have developed time management practices such as planning, prioritising, organising and scheduling their time for academic success while on campus. Many of the undergraduates probably perceive university education as an academic environment where liberty to private and social - economic life is unrestricted. This situation is becoming worrisome and disturbing because of the observed decline in the academic performance of undergraduate. Cases of high failure rates in sessional results, repetition, probation and withdrawal from academic programme thus leading to wastage of resources, appears to be on the increase in universities in Edo and Delta states. Therefore, the production of high level manpower needed to galvanise the economic fortune of the states and the country can hardly be achieved where poor academic performance are recorded against the students in tertiary institutions like university. What has not been ascertained however is whether there is a significant relationship between time management practices and academic performance which is the crux of this study.

Purpose of the study

This study investigated time management practices and academic performance of undergraduates in public Universities in Edo and Delta States. Specifically, the study was aimed to:

- determine time management schedule of undergraduates in public Universities in Edo and Delta States;
- ascertain the level of academic performance of undergraduates in public Universities in Edo and Delta States; and
- find out if a significant relationship between time management and academic performance of undergraduates in public Universities in Edo and Delta States.

Research questions

The following research questions were raised to guide the study:

- i. What is the time management schedule of undergraduates in public Universities in Edo and Delta States?

- ii. What is the level of academic performance of undergraduates in public Universities in Edo State?
- iii. What is the relationship between time management and academic performance of undergraduates in public Universities in Edo and Delta States?

Hypothesis

There is no significant relationship between time management and academic performance of undergraduates in public Universities in Edo and Delta States.

Methodology

The study adopted an ex-post facto using a correlation approach descriptive survey based on correlation research design.

Population and Sample

The population of the study consisted of all full-time third year undergraduates who were admitted 2014/ 2015 Academic Session in public Universities in Edo and Delta States of Nigeria. The total number of undergraduates admitted to the public University in the area of study was Fifteen Thousand, Nine Hundred and Six (15,906) undergraduates (Academic Planning Department 2014/ 2015s full-time third year undergraduates' enrolment).

A total of 815 undergraduates from the three public Universities in Edo and Delta States were sampled for the study. To achieve this, the multi-stage sampling procedure was employed.

Research Instruments

Two sets of checklists were used to collect relevant data for the study. The first was titled: Non-Instructional Undergraduates' Activities and Time Spent Checklist (NIUATSC). It had two (2) parts, section A sought for demographic information which included items on school of study, type of residence, gender and age. While, section B contained 39 items bothered on academic, social/ recreational, religious, political and economic activities.

The second checklist was titled "Academic Performance of Undergraduates' Checklist (APUC)". The second checklist has two (2) sections. Section A has information on the name of Institution and level

of study. Section B sought for the students' academic performance in the first and second semesters (2014/ 2015 Academic Session).

Validity of Instruments

The instruments designed for this study were screened for item clarity and relevance by two experts in the Department of Educational Management, Faculty of Education University of Benin. Both the content and face of validity were examined to ensure that the instrument measures what it is supposed to measure. One of the corrections was that the instrument should be sectionalized into different undergraduate students' activities and number of hour(s) spent by students. Necessary corrections were appropriately effected for the final draft for this study. Since the instrument used for this study were checklists. It was therefore not subjected to a reliability test

Data Analysis and Result

The instruments were administered to Eight Hundred and Fifteen (815) students and Academic Record Officers from the sampled faculties. Out of the administered instruments, eight hundred and eleven (811) were returned completed; representing 99.5% of return rate. Percentages were used to answer research questions 1 and 2 which sought to determine the time management practices of undergraduates and students level of academic performance respectively. The Pearson (r) Statistics was used to test the hypothesis which sought to determine the relationship between time management and academic performance of undergraduates.

Research Question 1: What is the time management practices of undergraduates in public Universities in Edo and Delta States?

Table 1 revealed that there were five (5) major activities the undergraduates spent their time on during their non-instructional hours. These were academic, religious, political meetings, social/recreational and economic activities. A maximum of five (5) hours only was spent on academic related activities by most undergraduates (70.5%).

The findings which emerged from the data are presented in Table 1.

Table 1: Time Management Schedule of Undergraduates in Public Universities in Edo and Delta States

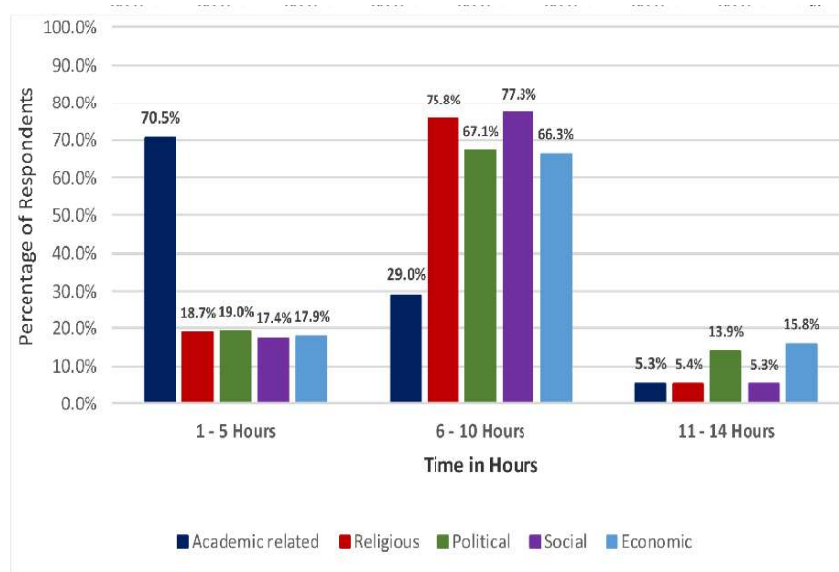
Time spent per week	1-5 hours	6-10 hours	11-14 hours	Total
Academic related activities	572 (70.5%)	196 (29.0%)	43 (5.3%)	811
Religious activities	152 (18.7%)	615 (75.8%)	44 (5.4%)	811
Campus political activities	154 (19.0%)	544 (67.1%)	113 (13.9%)	811
Social/ recreational	141 (17.4%)	627 (77.3%)	43 (5.3%)	811
Economic activities	145 (17.9%)	538 (66.3%)	128 (15.8%)	811
Total	592	2520	371	

To ascertain the time management schedule of undergraduates in public Universities in Edo and Delta States, the respondents were asked to indicate the activities they engaged in along with the number of hours allocated to such activities. The maximum time for academic activities for undergraduates for a day was 10 hours. Lectures resumed by 8.00am and ended by 6.00pm. By this, the students had a maximum of 14 hours for non-academic activities including resting/ leisure.

The results further revealed in table 1 that 77.3% undergraduates spent not less than 6-10 hours on social activities, 75.8% on religious activities and 66.3% on economic activities. 70.5% spent at least 1-5 hours on academic activities. This implies that undergraduates in public universities in Edo and Delta States spent most of their time on social/ recreational activities, religious activities, campus political activities/ meetings and economic activities. A

maximum of five (5) hours only was spent on academic related activities by most undergraduates (70.5%). 18.7% of the time frame was spent on religious activities, 19.0% of the time frame was used for campus political activities/ meetings while 17.4% and 17.9% were used for social/ recreational and economic activities respectively.

Also, for the time frame between 6 and 10 hours, the undergraduates indicated that they spent 29.0% on academics related activities, 75.8% on religious activities, 67.1% on campus political activities/ meetings, 77.3% on social/ recreational activities, while 66.3% was used for economic activities. It was also revealed that only 5.3% of undergraduates spent between 11 and 14 hours on academic related activities, 5.4% on religious activities, 13.9% on campus political activities/ meetings, 5.3% on social/ recreational activities and 15.8% on economic activities.

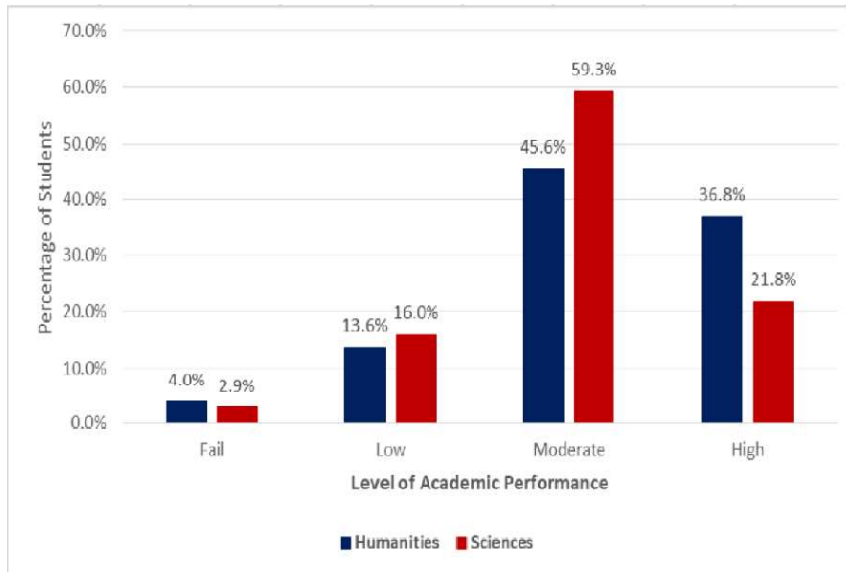


Research Question 2: What is the level of academic performance of undergraduates in Edo and Delta States?

Table 2: Description of Undergraduates' Academic Performance in Public Universities in Edo and Delta States

Level of Academic Performance	Fail 0-39%	Low 40-49%	Moderate 50-59%	High 60% and above	Total
Faculties:	19	64	215	174	472
Humanities	(4.0%)	(13.6%)	(45.6%)	(36.8%)	
Sciences	10	54	201	74	339
	(2.9%)	(16.0%)	(59.3%)	(21.8%)	

The data in Table 2 showed the level of academic performance of undergraduates in public universities in Edo and Delta States. It further showed that 4.0% , 13.6%, 45.6% and 36.8% of the undergraduates failed, had low, moderate and high levels of academic performance respectively in Humanities while, 2.9%, 16.0%, 59.3% and 21.8% of them failed, had low, moderate and high levels of academic performance respectively in the Sciences. It therefore implied that the level of academic performance of undergraduates in public universities in Edo and Delta States was moderate. The level of academic performance for those in Science related fields was moderate as displayed in figure 2. Out of 339 students in the Sciences, 201 (59.3%) were moderate. Out of 472 students in the Humanities, 215 (45.6%) were moderate. These are presented in Table 2, figure 2.



Hypothesis

There is no significant relationship between undergraduates' time management and academic performance in public Universities in Edo and Delta States.

Table 3: Pearson's Correlation of the Relationship between Time Management Academic Performance

		Time Management	Academic Performance
Time Management	Pearson	1	.399*
	Correlation		.005
	Sig. (2-tailed)	811	811
N			
Academic Performance	Pearson	.399*	1
	Correlation	.005	
	Sig. (2-tailed)	811	811
N			

*Correlation was significant at the 0.05 level (2-tailed).

The data in Table 3 revealed a Pearson's, r , value of 0.399 and a p value of 0.005. Testing at an alpha level of 0.05, the p value was less

than the alpha level, so the null hypothesis which states that “there is no significant relationship between undergraduates’ time management and their academic performance in public Universities in Edo and Delta States” was rejected. Consequently, there is a significant relationship between undergraduates’ time management and their academic performance in public Universities in Edo and Delta States.

Discussion of findings

The findings of this study showed that undergraduates ranked highest in social/ recreational activities, 77.3% spent 6-10 hours, 75.8% spent 6-10 hours on religious activities, 67.1% spent 6-10 hours on campus political activities and 66.3% on economic activities. On academic related activities, only 29% of students spent 6-10 hours, 70.5% spent 1-5 hours and 5.3% spent 10-14 hours on social, religious, political and economic activities. The findings agreed with Ogonor and Nwadiani (2006) who revealed that Nigerian undergraduates managed their non-instructional time in favour of social and economic activities to the detriment of their academic work. They further stated that the bulk of students’ time was spent on social as well as on religious activities. The findings corroborated the studies of Alutu (2003) who found that most undergraduates spent greater part of their time on campus political and religious activities. They had little or no time to attend lectures/ classes or do their assignments. This attitude had grave consequences on their academic performance.

The findings on academic performance showed that a majority of undergraduates in public Universities in Edo and Delta States had moderate performance. The undergraduates in Edo and Delta States’ public Universities in the Humanities (215) had 45.6% while those in the Sciences (201) had 59.3%. This showed that Science students performed better than students in the Humanities. The reason for this may be related to the fact that the Science students were more involved in practical and fieldwork. They spent more time on their academic work than their counterparts in the Humanities. As a result, Science students had little or no time for other activities. The findings were in line with Grave’s (2010) submission that Science and Engineering students spent more time attending lectures and also focused on personal studies. That accounted for their high academic performance. The findings supported Tayebbeh et al (2012) who

observed that students, especially in the Sciences, allotted most of their time to academic tasks and within their non-instructional time had little or no time. The findings also corroborated Prowell and Entwistle's (2004) findings that Science students had the ability to juggle leisure time and prepare for examinations. They attributed this to the fact that Science students were better focused and motivated to put in more effort despite distractions.

The findings which showed a significant relationship between time management and academic performance agreed with the position of Britton and Tesser (1991), that there was a significant relationship between time management and academic performance. The likely reason was that some students naturally had a sense of control of time and planning short range tasks which included setting goals, prioritizing and planning tasks to achieve final goals. Furthermore, the study agreed with the findings of Adebayo (2015) who noted a significant relationship between time management and students' academic performance. She also concluded that when undergraduates properly plan the use of their time, they could become more effective in their various assignments. However, this finding contrasted with that of Olowookere et al (2015) who found a no significant relationship between time management and student's academic performance in a similar study. They attributed this to the fact that academic excellence of undergraduates did not only depend on students implementing time management strategies but rather possessing building performance characteristics such as discipline, capability and diligence.

Conclusion

Based on the findings, the study concluded that undergraduates in Edo and Delta states universities spent most part of their non-instructional time on social, political, religious and economic related activities. With regard to the academic performance of the students, the study concluded that the students were academically moderate in terms of level. There is a positive correlation between undergraduates' time management schedule and their level of academic performance.

Recommendations

The following recommendations are considered necessary for improving the time management schedule and consequently the academic performance of undergraduates:

1. Time management should be the business of educational administrators and curriculum developers. It should be incorporated into the universities undergraduate programs with the aim of introducing students to appropriate study skills and strategies for the effective management of time, especially on extra-curricular activities.
2. University administrators should review and formulate effective intervention policies aimed at improving undergraduate students' academic performance.
3. Students should be taught the importance and value of prioritizing their activities to ensure the accomplishment of tasks. They should be exposed to effective time management skills through workshops and seminars/ symposia organized by university authorities through the Guidance and Counselling Departments with the aim of improving their academic performance.
4. University authorities through the students' affairs division should regulate religious, political and economic activities carried out by the students to guarantee academic excellence.

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