International Journal of Research Publication and Reviews

Influence of Time Management on academic performance of Business Education Students in Universities in Rivers State

Asomeji Desmond[1], Dr. Kenneth Amadi[2]

[1]Department of Business Education, Rivers State University, Port Harcourt.
[2]Department of Educational Management, Rivers State University,Port Harcourt.
E-mail:kristamadi2016@gmail.com

ABSTRACT

The study adopted the influence of time management on academic performance of business education students in universities in Rivers State. Two purpose of the study, two research questions and two hypotheses guided the study. The study adopted the descriptive survey design with a population of 4,500 Business Education students' in Universities in Rivers State. A sample size of 672 Business Education Students' was used, representing 30% of the entire population. The proportional stratified random sampling techniques was used to compose three strata based on the institution and 224 respondents was gotten from each stratum. The researcher adopted an instrument for the study "Titled Influence of Time Management on Academic Performance of Business Education (ITMOAPOBEQ) Questionnaire". The items on the instrument were rated on five points rating scale, face and content validity of the instrument was determined with a reliability index of 0.81. The findings of the study showed to high extent the influence of goal setting and self-organization on academic performance of Business Education Students' in Universities in Rivers State. The researcher concluded that goal setting must be taken seriously in Universitiesin Rivers State to enable Business Education students' perform very well in their choice of career. The researcher recommended as follows: The need to organize seminars on how to manage their time for high performance.

Background tothe Study

One of the missions of tertiary education in Nigeria is to develop various academic skills which include: advancing critical thinking and educational concepts. Moreso, to advance Nigeria's economic growth and global competitiveness through the provision of accessible, relevant, high quality education in our Tertiary Education Institutions. To constantly attract, develop and graduate competent, knowledgeable and talented individuals from our Tertiary Education Institutions (Federal Ministry of Education, 2021). However, various factors affecting academic performance of students in tertiary institutions have been identified and can be divided into academic and non-academic related (Adams & Blair, 2019). Although several studies in the past have delved into investigating how academic related factors influences academic performance of tertiary institution students, non-academic related factors that directly or indirectly affect academic performance of tertiary institution (Universities) students are equally important and deserve investigation.

One of such non-academic related factor is the skill of time management, owing to the fact that many university students as well as other tertiary institution of learning find it difficult to conveniently combine studies and work lives (Van der Meer, Janson, &Torenbeek, 2010). This therefore points to the fact that finding time to do everything at once can be challenging and overwhelming. This is where good time management skills by students come into practice.

Dahie, Osman and Mohammed (2015), described time as a measure of the duration and order of events in the past, present and future. In the same vein, Akinfolarin (2017), opined that time is the valuable and irreversible abstract resource available for human progression. He further stated that whatever achievement and biological growth man may achieve, it must be with time. To Nakpodia (2010) time is the most perishable resource which is considered a key resource in the education sector due to the fact that all academic activities are carried out within a particular time frame which can be measured in seconds, minutes, hours, days, months even years. Therefore, time management is the set of principles, practices, skills, tools, and systems that work together towards getting more value out of time with the aim of improving the quality of academic life. Akomolafe and Oluwatimehin, (2013) stressed further that these principles include setting of goals, setting of priorities, being organized, effective decision making etc. Corroborating the scholarly views above, Nasrullah and Khan (2015) posited that time management behaviors plays vital role in improving student's academic performance.

Academic performance is the outcome of any form of education, the extent to which a student, teacher or institution has achieved their educational goals (Cyril 2014). Academic performance is the accomplishment or acquired proficiency in the performance of an individual in a given skill or body of knowledge. Academic performance means "knowledge attained and skill developed in the school subjects usually

designated by test scores or by marks assigned by teachers or by both. At the university level of education, students' academic performance in any semester is measured with the grade point average (G.P.A). Cumulative Grade Point Average is the measure of the students overall academic performance at any given point in his programme. (GPA is an up-to-date weighted mean of the grade points, where the weights are the course credit units.

In view of the foregoing, it is pertinent to note that higher academic performance among university students is a function of self management skills which include effective time management strategies. They must take the necessary approaches and apply those strategies in order to be effective and more productive academically. Having self management skills, gives students the ability to plan ahead and prioritize upcoming assignments and events. This is an important factor in keeping students organized and avoiding procrastination and ultimately leads to higher academic performance (Nasrullah& Khan, 2015).

In view of the above backdrops, it is obvious that several studies have been done to establish the nexus between time management and academic performance of students in tertiary institution of learning, but few study to the knowledge of the researcher has been done to examine the influence of time management behaviors on the academic performance of business education students in universities using demographic indices of Rivers state. Hence, the need for this study to fill the gap in literature as regards the variables that will be investigated in the study.

Statement of the Problem

One thing that remains constant and cannot be manipulated by man is time. This therefore implies that whatever the status of man, one can neither stop time nor slow it down or can speed it up. The significant impact or influence of time management among students; especially those studying in tertiary institutions of learning where there is little or no parental supervision cannot be overemphasized. From observations, students in tertiary institutions have very busy and stressful lives on campus, owing to the fact that they have classes to attend, assignments to complete, examinations. In addition, their personal daily routines/activities and lifestyle that are crucial for establishing balance between curricular and extracurricular activities. Therefore, finding time and making judicious use of time to do everything at once can be tasking, challenging and overwhelming. In most cases, students have challenges in time management while receiving tertiary education. This is evident in students' unconscious nature in spending time unnecessarily especially on activities that do not relate and neither positively contribute nor influence academic performance. The question is would time management enhance students' academic performance? will it sustain their performance in higher institutions? Answers to the above questions gave rise to examining influence of time management and academic performance of business education students in universities in Rivers State.

Purpose of the Study

In general terms the study is aimed at examining influence of time management on academic performance of business education students in universities in Rivers State. Specifically, the study sought to:

1. Determine the influence of goals setting on academic performance of business education students in universities in Rivers State.
2. Determine the influence of self-organization on academic performance of business education students in universities in Rivers State.

Research Questions

The following research questions are raised to guide the study:

1. What is the influence of goals setting on academic performance of business education students in universities in Rivers State?
2. What is the influence of self-organization on academic performance of business education students in universities in Rivers State?

Research Hypotheses

The following research hypotheses (null) were tested at 0.05 level of significance:

H_{O1}: There is no significant difference between the mean responses of students in University of Port Harcourt, Rivers State University and Ignatius Ajuru University on the influence of goals setting on academic performance of business education students in universities in Rivers State.

H_{O2}: There is no significant difference between the mean responses of students in University of Port Harcourt, Rivers State University and Ignatius Ajuru University on the influence of self-organization on academic performance of business education students in universities in Rivers State.

METHODOLOGY

The study adopted a descriptive survey design and the population of the study consisted of 4500 Business Education students' in universities in Rivers State.

A sample size of 672 Business Education students in Universities in Rivers State was used, representing 30% of the entire population. The proportional stratified random sampling techniques was used to compose three strata base on the institutions and 224 respondents were gotten from each stratum. The instrument used for data collection was a self-structured questionnaire develop by the researcher titled "Influence of Time Management on Academic Performance of Business Education (ITMOAPOBEQ) Questionnaire". The instrument

consisted of thirty-three (33) items and was structured on a five points rating scale of Strongly Agreed (SA) = 5Points, Agreed (A) – 4 Points, Undecided (U) = 3 Points, Disagree (D) = 2 Points and Strongly Disagreed (SD) = 1 Point.

The face and content validity of the instrument was determined by three experts, two in Business Education Department and One in Measurement and Evaluation, Faculty of Education, Rivers State University. Pearson product moment correlation coefficient formula was adopted. This was done to establish interval consistency of the research instrument. 20 copies of the instrument of the instrument were administered to Business Education students outside the study area in Niger Delta University using test re-test method. Their responses were collected and analysed yielding a reliability co-efficient of 0.81. Copies of the instrument were administered to the respondents by the researcher with the help of two research assistance and were returned immediately on the spot. Mean and standard deviation statistics were used to answer the research questions while z-test statistics was used to test the hypotheses at 0.05 level of significance.

Research Questions1: What is the influence of goal setting on academic performance of business education students in universities in Rivers State.

Table 1: Mean and Standard Deviation on goals setting and academic performance of students.

S/N	ITEMS	Uniport Students			RU Students			IAUE Students		
		$\overline{X}$	SD	RMK	$\overline{X}$	SD	RMK	$\overline{X}$	SD	RMK
1	I set goals to achieve good grades in my courses.	4.26	0.78	Accepted	3.57	.692	Accepted	3.81	1.039	Accepted
2	Goals I set are based on my future plans after graduation.	4.11	1.01	Accepted	3.56	.732	Accepted	4.11	.859	Accepted
3	When I set goals I consider the challenges that may hinder their performance	4.29	0.85	Accepted	4.31	.798	Accepted	4.16	.924	Accepted
4	I adopt short-term goal setting such as finishing assignment and attending classes	4.21	0.79	Accepted	4.28	.750	Accepted	4.35	.719	Accepted
5	I evaluate goals that I set after each academic session	4.39	0.79	Accepted	4.93	1.004	Accepted	3.95	.932	Accepted
6	Earning a university degree and enter a career that will contribute meaningfully to the economy is part of my long term goals.	4.00	0.83	Accepted	4.16	.941	Accepted	4.42	.844	Accepted
7	Setting goals towards achieving good grades encourages me to do my personal best in each course.	4.15	0.84	Accepted	4.95	.875	Accepted	4.09	.860	Accepted
8	Getting higher Grade Point Average (GPA) is part of my goal for each semester	4.92	0.85	Accepted	4.25	.931	Accepted	4.32	.736	Accepted
9	Strict adherence to my personal goals has helped me in achieving good grades in my studies	4.37	0.83	Accepted	4.99	1.088	Accepted	4.31	.790	Accepted
10	Goal setting has nothing to do with my academic performance in each semester	1.10	0.82	Accepted	1.05	.990	Accepted	1.42	.625	Accepted
	Grand Mean	4.18	0.839	Accepted	4.31	0.88	Accepted	4.19	0.83	Accepted

Source; *Field Survey, 2021*

Data in Table 1 revealed that Uniport students had a mean range of 3.56-4.99 and standard deviation range of 0.69- 1.08. While the RSU students had a mean range of 3.81-4.42and standard deviation range of 0.71-1.04. The standard deviation shows the homogeneity of the respondents. IAUE Students had a mean range of 4.10-4.39 and standard deviation range of 0.78-1.01. The mean shows that the respondents agreed that to a high extent the perceive influence of goals setting on academic performance of business education students in universities in Rivers State.

Research Questions 2: What is the influence of self-organization on academic performance of business education students in universities in Rivers State?

Table 2: Mean and Standard Deviation on self-organization and academic performance of students.

S/NO	ITEMS	Uniport Students			RU Students			IAUE Students		
		$\overline{X}$	SD	RMK	$\overline{X}$	SD	RMK	$\overline{X}$	SD	RMK
11	I do keep track of my academic progress	4.57	0.67	Strongly Agreed	4.23	.834	Accepted	4.07	.838	Accepted
12	I set personal standards which I live up to	4.49	0.70	Agreed	4.40	.821	Accepted	4.09	.808	Accepted
13	I begin to work on long time assignments early in the semester	3.57	0.60	Strongly Agreed	4.09	.722	Accepted	4.04	.947	Accepted
14	I accomplish what need to be done before the end of the day	3.82	0.38	Strongly Agreed	4.18	.658	Accepted	4.19	.766	Accepted
15	I have personal time-table for studying after school hours	3.76	0.42	Strongly Agreed	4.05	.924	Accepted	4.12	.982	Accepted
16	I strictly adhere to my "to-do-list" for the day	4.31	0.83	Agreed	4.19	.953	Accepted	4.39	.774	Accepted
17	I easily find possible alternatives when I want to effect a change of plan	4.37	0.63	Agreed	3.99	.881	Accepted	4.19	.860	Accepted
	Grand Mean	4.29	0.80	Agreed	**4.13**	**0.89**	**Accepted**	**4.19**	**0.83**	**Accepted**

Source; *Field Survey, 2021*

Data in Table 2 revealed that Uniport students had a mean range of 3.99-4.40 and standard deviation range of 0.65 - 0.95. While the RSU students had a mean range of 4.40-4.39 and standard deviation range of 0.76 - 0.98. The IAUE Students had a mean range of 3.31-3.82 and standard deviation range of 0.42-0.83. The standard deviation shows the homogeneity of the respondents. The mean shows that the respondents agreed to a high extent is the perceive influence of self-organization on academic performance of business education students in universities in Rivers State.

Discussion of Findings

The findings of the study were discussed under each research question as outlined below:

Influence of Goals Setting on Academic Performance of Business Education Students in Universities in Rivers State

Findings of the study showed that the respondents agreed that to high extent is the influence of goals setting on academic performance of business education students in universities in Rivers State. The study revealed that there is no significant difference between the mean responses of students in University of Port Harcourt, Rivers State University and Ignatius Ajuru University on the influence of goals setting on academic performance of business education students in universities in Rivers State. The findings of the study is in line with Abu (2013) who explained that researchers echo this and stress that effective goals are not simply impersonal "outcomes to shoot for" but rather standards by which students can evaluate their own performance and which mark their progress. Goals designed and evaluated by students themselves are more authentic and meaningful to the students. Abulhkair (2019) indicated that an optimal strategy is a combination of a learning goal set by a student and approved by the teacher. In this case, a learning goal becomes a joint agreement of both sides to "invest efforts." This agreed-upon learning goal has "a better chance of being accomplished". Within this type of educational environment, students are more intrinsically motivated to produce high-quality work because they are not simply doing an assignment, fulfilling a requirement, or preparing for a test— they are taking a step toward reaching their own aspirations. This type of instruction also creates an environment

conducive to motivating students to engage in their own learning process. This is a cycle in which "to be motivated, students must consciously participate in the learning environment of the classroom on the other hand, to motivate students, learning environments must offer opportunities that will invite students' efforts and participation. tasks must be engaging and meaningful" (Alaboudi, 2012).

According to research conducted by Aldeeb (2016), "goal setting can have exceptional importance in stimulating learning motivation, and it is therefore shocking that so little time and energy are spent in the classroom on goal setting". To effectively integrate goal setting into the curriculum, educators must be familiar with interventions that facilitate this process as well as how to effectively implement such interventions. Which classroom interventions lead to a mastery goal orientation that may contribute to enhanced language achievement? How do we implement these interventions such that students focus on effort versus ability, develop intrinsic interest in language learning, and make use of effective learning strategies? Students may find intrinsic value, attainment value, or utility value when they participate in a learning task. When students do not understand the goal of a task or do not invest themselves in a task, there is a lack of ownership in the learning. The value of the learning task is diminished, thereby affecting their motivation to engage in that task. Connecting learning tasks with students' goals increases the value of the task and thus increases motivation. In the classroom, identifying goals increases motivation by assigning value to learning tasks and connecting learning tasks to students' own objectives. When students can attach personal value to tasks that are assigned to them, tasks become purposeful and students are more willing to meet the costs of achievement. Researchers echo this and stress that effective goals are not simply impersonal "outcomes to shoot for" (Al-Ghamdi, 2018) but rather standards by which students can evaluate their own performance and which mark their progress. Goals designed and evaluated by students themselves are more authentic and meaningful to the students. Alhamawi (2018) indicated that an optimal strategy is a combination of a learning goal set by a student and approved by the teacher. In this case, a learning goal becomes a joint agreement of both sides to "invest efforts." This agreed-upon learning goal has "a better chance of being accomplished".

Influence of self-organization on Academic Performance of Business Education Students in Universities in Rivers State

Findings of the study showed that the respondents agreed to a high extent is the influence of self-organization on academic performance of business education students in universities in Rivers State. The study revealed that there is no significant difference between the mean responses of students in University of Port Harcourt, Rivers State University and Ignatius Ajuru University on the influence of self-organization on academic performance of business education students in universities in Rivers State. The findings of the study is in accordance with Alian (2017) who stated that self-processes reflecting the specific features of the functioning of personality in different situations we believe to be the basis of this resource. The basis of self-organization is made by various self-processes (introspection, independent planning, introspection, self-control, etc.), providing stage-by-stage advance of the person from the purpose to result. Every self-process implies concrete self organizational skills based on the ability of a person to be independent and to regulate his/her behavior. For example, in the stage of goal-setting the most important skills are those of formulating the goal of the activity and modeling the future result. In the stage of planning, the skills of resource allocation (self-budgeting) and phased design become important. Some of self-processes (planning, distribution of resources, self-control, self-estimation, etc.) are the universal characteristics providing ability of the personality to management of the activity (Alqaeed, 2011). Their emergence is connected with the inclusion period in purposive activity systematic training where they are improved and extend. Academic activity, possessing attributes of randomness, purposefulness and productivity promotes formation of the skills, allowing acceptance of an educational task, to define sequence of its solution, to divide it into subtasks, to examine mistakes and to estimate quality of solving. These kinds of skills are meta-skills because belong not only to general academic skills, but also to self-organizational, extending on structuring of process of performance of any activity. In this context academic activity possesses a huge didactic potential. Results of the conducted researches of a role of academic skills in academic activity efficiency at different grade levels (postgraduate study, higher education institution, at school) can be the example of such influence.

Educational and educational-scientific activity is connected with timely performance of different tasks. Delays, accumulation of unfulfilled obligations, solution of questions at the last minute are widespread in the student's environment. Post-graduate students, who have no time to finish dissertation by the date fixed, often have similar problems (Alsalmi, 2018). There are difficulties with timing, despite of existence of the individual plan of research preparation structuring sequence of realization of separate types of works and parts of dissertation with external control of the contents and time of performance.

Conclusion

The researcher conducted a study on measuring the ability of business education students to manage their time as key condition to achieve high grades in their examination at the end of that stage.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. There is a need to hold seminars and lectures for students to help them on how to distribute the right time for subjects in order to obtain higher levels of academic performance.
2. There is a need for giving students the right opportunity to manage their time efficiently and effectively to reach the highest levels of academic performance.

REFERENCES

Adams, R.V. & Blair, E. (2019). Impacts of Time Management Behaviors on Undergraduate Engineering Students' Performance. *SAGE & Opens Journal*. 4(2), 39-48.

Aduke, A. F. (2015). Time Management and Students Academic Performance in Higher Institutions, Nigeria—A Case Study of Ekiti State. *International Research in Education*, 3(2), 1-12.

Bipp, T., &Kleingeld, A. (2011). Goal setting in practice: The effects of personality and perceptions of the goal setting process on job satisfaction and goal commitment. Personal Review, 40(3), 306–323.

Chenna, D. (2007). A study on adjustment problems of IX class students in relation to their academic performance. *Research and Reflections on Education,* 5, (1).

Dash, B.N. (2014). *Teacher and Education in the Emerging Indian Society.*Neelkamal Publishers.

Diani, M. (2016). *Social movements an introduction*. Blackwell.

Faisal, Z., Miqdadi, A. F., Mohammad, T., & Nabil, M. (2014). The Relationship between Time Management and the Academic Performance of Students. *University of Bridgeport Journal.*Bridgpeort Press.

Haynes, A (2019). Time management according to the Academic leader in higher Education Institutions of the Republic of Yemen. Master's thesis. Aljazeera University. Sudan.

İşcan A (2018). Obstacles to time management and Decision-Making to the Education Departments of government Secondary Schools in the West Bank, Palestine. A doctoral dissertation. ain shams University, Egypt

Lee, J. (2015). Helping your patients set achievable goals. AADE in Practice, 3(5), 42–45.

Locke, E. A, & Latham, G. P. (2016). New directions in goal setting theory. Current Directions in Psychological Sciences, 15(5), 265–268.

Nakpodia, E.D. (2010). *Human Resource Management In School Administration In Delta State, Nigeria.* Abraka. Http://www.Krepublishers.Com

Nasrillah, S. & Khan, M.S. (2014). The Impact of Time Management on Students' Academic performance. *Journal of Literature, Languages and Linguistics. 1* (2). 34-42

Nzewi, H.N., Chiekezie, O.M., &Ikon, M. (2013). Time Management and Academic Performance of Postgraduate Students in Nigeria Universities. *Review of public Administration.* 1(2), 180-192.

Olowookere, E. I., Alao, A. A., Odukoya, J. A., Adekeye, O. A., &Agbude, G. A. (2015). Time Management Practices, Character Development and Academic Performance among University Undergraduates: Covenant University Experience. *Creative Education Journal*, 6(1), 79-98.

Roueche, J., &Roueche, S. (2019). *High stakes, high performance: Making remedial education work*. Community College Press.

Todd Litman (2013). The New Transportation Planning Paradigm. *ITE Journal,* 83, 20-28