

## **THE RELATIONSHIP BETWEEN CUMULATIVE GRADE POINT AVERAGE ACHIEVEMENT AND TIME MANAGEMENT SKILLS AMONG STUDENTS AT HIGHER LEARNING INSTITUTION**

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### **ABSTRACT**

Time management skills are one of the key learning skills that students can master in order to help them achieve excellence while studying at universities. However, a thorough study of the extent to which this skill is owned by students and the impact on their academic performance is rarely focused especially among Universiti Teknologi MARA students. Hence, this paper examines the issue based on a study of 200 diploma level students from three faculties in various programs studying at Universiti Teknologi MARA Pahang Branch Raub Campus. Data were collected using a set of questionnaires and analyzed descriptively using t-test, ANOVA and Pearson's Correlation. The findings show that in general, time management skills among students are moderate and these skills differ significantly between gender and program of study. This study also found a significant relationship between time management skills and the students Cumulative Grade Point Average.

**Keywords:** academic achievement, gender, program of study, time management skills

## **INTRODUCTION**

Time management skills include a variety of skills that will help students manage their time well. Some of the most important time management skills include organization, prioritization, communication, goal-setting, planning, delegation and stress-management. Taking time to develop each of these skill will help students organize their daily work and develop a new competency.

A university's environment's freedom and flexibility can derail students who have not mastered time-management skills. Having left high schools' rigidly structured schedules behind, students often struggle to balance academic, personal and work commitments after arrives on campus. Faced with so many competing demands on their time, some students simply give up or left the situation take its course. Without intervention perhaps from a university administrator or a lecturer, a student is likely to succeed.

Students who struggle with time management on an ongoing basis do not do themselves favors. Some of the consequences that can happen when they fail to manage their time properly are procrastination, lower grade and test scores, chronic lack of sleep, unhealthy eating habits or lack of punctuality. Thus, good time management skills help students prioritize tasks so they are able to complete assignments and work on time. They are able to plan ahead, set aside the time they need for projects and assignments, and make better use of that time.

Time management is important for students to do study with focus. It is important for them to get high marks. Their success in studies depend much on managing time efficiently. The habits they acquire during university time and home will stick with them throughout the future. Therefore, this study was conducted to identify the level of time management skills among students of Universiti Teknologi MARA (UiTM) Pahang Branch Raub Campus. What is the relationship between their time management skills and academic achievement? Do gender differences and programs of study influence time management skills that ultimately affect their academic achievement? It is hoped that this study will provide students with the knowledge that time management skills are important and should not be overlooked not only during their studies but throughout their lives.

## **LITERATURE REVIEW**

According to Van Eerde (2013), time management skills bring the same connotations to life management skills. This is because time management skills are a core skill that is often used in almost all aspects of human life. The quality of a person's life is closely related to the time management skills practiced by him. It allows one to achieve a desired goal without losing responsibility. In the long run, time management skills also provide satisfaction and excitement.

Hence, this skill is very important to be mastered by all including university students. According to Kopper (2012), time management is knowledge related to the technique and the way a person manages, divides and regulates his or her daily life. While for Drucker (1966), time management is based on the assumption that recording, managing and distributing time can help someone to use time efficiently. In addition, Macan et al. (2010) sees time management as a construct consisting of four dimensions, namely goals and priorities, tendencies of organization, mechanics and self-esteem in controlling the use of time. Macan et al. (2010) found that time consuming students have achieved optimum success and satisfaction in life and stressed.

The time management definitions above show that time management is a skill that can be learned and mastered. The main thing to master time skills is self-discipline. Kopper (2012) and Amer Shakir Zainol (2011) agree that timing management requires precise discipline as the time management begins with the preparation and daily schedule of each learning activity performed such as reading, reviewing, playing, watching television, complementing assignments, helping parents and time with friends. To ensure that time management is working, these schedules are to be followed. Macan et al. (2010) findings were supported by Lumley and Provenzano (2012) which found that time management was an effective technique for reducing stress as it was able to control a person using time and planning future activities. This means that time management is one of the factors that can contribute to increased efficiency and productivity (Kwan and Ko, 2016). However according to them in many respects, time management is very personal in nature.

According to Zul Azhar Zahid Jamal (2014), students who are able to manage their time well will get many benefits. Aside from improving academic performance (Sulaiman Masri, 2006), the benefits gained are to contribute to good work management, focus on the work done, become more productive, plan the work done, feel happy to do the work given, avoid doing more time, giving more time to rest and controlling stress. In addition, time management allows them to balance between learning needs, personal needs and family needs (Sherina Munaf, 2010). Time management students to recognize and solve problems. Nowadays, students are exposed to various social activities and other activities that result in reduced quality of learning time and ideal learning atmosphere (Sherina Munaf, 2010). Without a steady time-management, students will be easily involved with adverse behaviors such as delaying work and acting in the act of cheating or dissipating (Noran Fauziah Yaakub, 2012). Stress is one of the major problems among university students (Moore, 2014). It is defined as letting the less important task take on the main task. It also refers to distracting from performing tasks until completion. For example, watch movie instead of studying for exams or quizzes. The study by Noran Fauziah Yaakub (2012) shows that almost all respondents of the 287 university students are those who tend delay to delay time. Her findings show that university students will study at the last minute or when the test is about to arrive. They even give feedback that they often learn by mood.

The weakness in time management is also one of the causes of plagiarism (Noran Fauziah Yaakub 2012). Students who receive a lot of work will feel overwhelmed and desperate, then the easiest way for them is plagiarism. Such a situation is contrary to the goals of higher education in

the country which aims to produce Malaysians with professional qualifications and skills, quality, ethical and moral leadership. Hence, it is the responsibility of the university to address the problems in ensuring these goals are achieved. Given time management skills is one of the factors in determining the success of the student (Covic et al., 2015) and quality professionals are required to continue the agenda of the country, then it is desirable that a large scale study is conducted on how far students at higher learning institutions manage their time skills.

## **OBJECTIVES**

The objectives of the study are:

- Objective 1 To identify the level of time management skills among students of Universiti Teknologi MARA (UiTM) Pahang Branch Raub Campus.
- Objective 2 To check the differences in time management skills among students based on gender and program of study.
- Objective 3 To identify the relationship between students' time management skills and their academic achievement.

## **RESEARCH METHODOLOGY**

### **Respondents and Research Designs**

This study was carried out using survey method that generated respondents' feedback through questionnaire. A total of 200 Semester two (02) students from three faculties namely the Faculty of Business and Management (FPP), the Faculty of Science Administration and Policy Studies (FSPPP) and the Faculty of Computer Science and Mathematics (FSKM) involved in this study. They are students pursuing Diploma in Business Management (BM111), Diploma in Banking (BM119), Diploma in Public Administration (AM110), Diploma in Computer Science (CS110) and Diploma in Statistics (CS111).

After the major study programs are determined, the faculties are informed of the total number of students required from the semester involved. The target of the researcher is to get 100 students for each subgroup but this target is not fully achieved because there are some programs that have a small number of students. Table 1 illustrates the respondents' distribution according to Faculty and Program of Study. FPP had the highest number of respondents (105 persons) and FSKM had the lowest number (40 persons).

Table 1  
Respondents Distribution by Faculty and Program of Study

Faculty	Program of Study	Respondents (Number)	Percentage (%)
FPP	BM111	53	26.5
	BM119	52	26
FSPPP	AM110	55	27.5
FSKM	CS110	25	12.5
	CS111	15	7.5

Table 2 illustrates the overall profile of respondents involved in this study. Female respondents were likely to be more than male, which was 66%. Of the total respondents, majority of students are between 19 and 20 years old (52.5%) while only 1.5% are 23 years old. A total of 41% of the students obtained the results of Sijil Pelajaran Malaysia (SPM) between 3As to 4As while 2% obtained the results of 8As and above. Majority of the students obtained Cumulative Grade Point Average (CGPA) between 2.00 to 2.49 (35%) while 6% have CGPA less than 2.00.

Table 2  
Overall Sample Profiles of the Respondents

Items	Respondents (Number)	Percentage (%)	
Gender	Male	68	34
	Female	132	66
Age	19 to 20	105	52.5
	21 to 22	92	46
	More than 23 years	3	1.5
SPM Result	1A to 2As	48	24
	3As to 4As	82	41
	5As to 7As	66	33
	8As and above	4	2
Cumulative Grade Average Value (CGPA)	Less than 2.00	12	6
	2.00 to 2.49	70	35
	2.50 to 2.99	62	31
	3.00 to 3.49	38	19
	More than 3.50	18	9

### **Instruments**

Data collection was made using self-administered questionnaires containing 19 statements using four Likert scale, 1 (Never), 2 (Less Often), 3 (Often) and 4 (Very Often). The Cronbach's Alpha reliability measurement is used in this study. According to Hair et al. (2010), a reliability coefficient of 0.70 or higher is acceptable. In this research, the result of the reliability analysis is 0.814 indicates items are valid and reliable for further review. The questionnaire also contains items for identifying student demographics such as gender, age, Sijil Peperiksaan Malaysia (SPM) results and Cumulative Grade Point Average (CGPA).

### **Data Analysis**

The data collected through the questionnaire were analyzed using the Statistical Package for Social Sciences (SPSS) software version 23. The variables were analyzed using descriptive analysis, t-test, ANOVA and Pearson's Correlation. For instance, the t-test was used to compare the students' scores in time management skills based on gender while ANOVA was used to test whether there was a significant difference between the students' scores based on the program of study. Finally, Pearson's Correlation analysis is carried out to examine the relationship between students' time management skills and their academic achievement.

## **FINDINGS**

### **The Level of Time Management Among Students**

Table 3 suggests that students have good time management skills in working according to priority, performing important tasks, completing tasks according to time and has a goal on the task that needs to be resolved. This is shown by item A1, 'I do the job according to the priorities' (mean = 3.11, standard deviation = 0.62), item A11, 'I tried to perform the most important tasks at the time I was most active on that day' (mean = 3.03, standard deviation = 0.68), item A3, 'I always finish assignments on time' (mean = 3.01, standard deviation = 0.67) and item A15, 'I have a clear idea of what to expect in the coming next semester' (mean = 3.01, standard deviation = 0.69) achieving a fairly high score.

However, the lowest mean score is mean = 2.14 (standard deviation = 0.88) to mean = 2.46 (standard deviation = 0.74). These items cover the commitment and implementation of the students in the assignment given, distinguishing between important and trivial things, complementing tasks at a predetermined time and not deferring work to the last minute. For item A13, 'I filtered phone calls to control interruptions' reached the lowest score (mean = 2.14, standard deviation = 0.88). This suggests that students' ability to control phone calls is relatively low which is expected to affect their time management.

Table 3  
Frequency Distribution Table and Percentage of Time Management Skills

No	Items	Never	Less Often	Often	Very Often	Mean	Standard Deviation
A1	... do the job ...	2 (0.9%)	23 (11.6%)	127 (63.4%)	48 (24.1%)	3.11	0.616
A2	... completed necessary work ...	5 (2.5%)	91 (45.6%)	84 (42.0%)	43 (9.9%)	2.59	0.700
A3	... finish assignments ...	2 (1.2%)	37 (18.4%)	118 (58.8%)	43 (21.6%)	3.01	0.669
A4	... find time to plan ...	8 (3.8%)	59 (29.7%)	103 (51.7%)	30 (14.8%)	2.78	0.739
A5	... meet the deadline without delay ...	3 (1.7%)	68 (34.1%)	98 (48.9%)	31 (15.3%)	2.78	0.716
A6	... update readings and information ...	4 (2.0%)	76 (38.0%)	100 (50.2%)	20 (9.8%)	2.68	0.673
A7	... avoid using a lot of time ...	5 (2.4%)	78 (39.1%)	94 (47.2%)	23 (11.4%)	2.68	0.703
A8	... distribute enough time to carry out duty ...	3 (1.4%)	57 (28.6%)	120 (60.2%)	20 (9.8%)	2.78	0.627
A9	... plan a special time to relax ...	13 (6.7%)	62 (31.0%)	101 (50.7%)	23 (11.6%)	2.67	0.766
A10	... weekly schedule that sets commitments ...	30 (14.9%)	88 (43.9%)	69 (34.3%)	14 (7.0%)	2.33	0.812
A11	... perform the most important tasks ...	5 (2.4%)	29 (14.4%)	123 (61.3%)	44 (21.9%)	3.03	0.678
A12	... evaluate the quality of work ...	4 (2.2%)	46 (22.8%)	122 (61.2%)	28 (13.8%)	2.87	0.660
A13	... filtered phone calls ...	51 (25.4%)	83 (41.6%)	52 (26.1%)	14 (6.8%)	2.14	0.876
A14	... actions are determined by myself ...	4 (1.8%)	55 (27.5%)	98 (49.1%)	43 (21.5%)	2.90	0.745
A15	... clear idea of what to expect ...	3 (1.5%)	37 (18.6%)	115 (57.6%)	45 (22.3%)	3.01	0.685
A16	... satisfied with the way ...	9 (4.7%)	93 (46.5%)	83 (41.3%)	15 (7.5%)	2.52	0.703
A17	... achieve everything ...	9 (4.4%)	72 (36.1%)	109 (54.5%)	10 (4.9%)	2.42	0.656

No	Items	Never	Less Often	Often	Very Often	Mean	Standard Deviation
A18	... always prepare ...	3 (1.3%)	51 (25.4%)	116 (58.1%)	30 (15.1%)	2.87	0.665
A19	... hold back my work ...	12 (6.1%)	102 (51.1%)	67 (33.7%)	18 (9.1%)	2.46	0.742
Total						2.31	0.707

The research done by Nugent, Sieppert and Hudsan (2011) states that there is a magnitude of differences in students' time management skills. According to them, a high score of 3 to 4 indicates a large magnitude (high time management skills), a score of 2 to 3 illustrates a moderate magnitude (moderate time management skills) and a score below 2 shows a low magnitude (low time management skills). Based on the analysis, students' time management skills were found to be moderate (mean = 2.31, standard deviation = 0.71). Thus, this finding supports the study conducted by Nugent, Sieppert and Hudsan (2011) which states that a score of 2 to 3 indicates that these students have a moderate level of time management skills. This shows that they are aware of the importance of time management skills but may not know how to allocate time well.

## The Differences in Time Management Skills Among Students

### *Differences in Time Management Skills Based on Gender*

In this study, 34% (68 persons) of the total respondents were male and 66% (132) were female students. The t-test showed that there was a significant difference between time management skills between male students (mean = 2.65, standard deviation = 0.36) as compared to female students (mean = 2.69, standard deviation = 0.33) where  $p = 0.003 < 0.01$  as illustrated in Table 4.

Table 4  
Differences in Time Management Skills Based on Gender

Gender	Number of Respondent	Mean	Standard Deviation	df	t	Sig.
Male	68	2.65	0.36	196	-2.998	0.003
Female	132	2.69	0.33			

This result indicates that the time management skills of female students is better than that of male students. This finding supports the study done by Misra and McKean (2010) that female students are more efficient in managing time than male students. They dealt with academic stress and anxiety maturely.

***Differences in Time Management Skills Based on the Program of Study***

Students' time management skills are also analyzed based on their program of study such as business management, banking, public administration, computer science and statistics. Table 5 illustrates that students in computer science (CS110) achieved the highest score (mean = 2.76, standard deviation = 0.35) compare to students in business management (BM111) achieved the lowest score (mean = 2.63, standard deviation = 0.34).

Table 5  
 Differences in Time Management Skills Based on the Program of Study

Program of Study	Number of Respondent	Mean	Standard Deviation
CS110	25	2.76	0.34
BM119	52	2.70	0.33
AM110	55	2.70	0.34
CS111	15	2.66	0.35
BM111	53	2.63	0.35

Next, the ANOVA test results showed that there is a significant difference in the students' time management skills based on the program of study ( $p = 0.00 < 0.01$ ) as illustrated in Table 6.

Table 6  
 ANOVA Results

	Sum of Squares	df	Mean Squared	F	Sig.
Between Group	5.26	4	1.32	11.54	0.000
In Group	320.90	196			
Total	326.17	200			

Finally, the Scheffe's Test results in Table 7 illustrated that there is a significant difference ( $p < 0.05$ ) in time management skills between science and non-science (business management, banking and public administration) students. This finding indicates that students from science background have better time management skills than students from non-science background. This result supports the research done by Trueman and Hartley (2008) stating that sensitive attitude, self-esteem and concern for academic achievement lead to better time management skills among science students compared to non-science students.

Table 7  
Scheffe's Test Results

I	J	Difference in Min (I – J)	Standard Error	Sig.	95 Confidence Interval	
					Low Limit	High Limit
BM111	BM119	-0.02779	0.01770	0.651	-0.0823	0.0268
	AM110	-0.06934	0.01640	0.226	-0.1191	-0.0180
	CS110	- 0.06862**	0.02914	0.002	-0.1592	0.0205
	CS111	- 0.13369**	0.02134	0.000	-0.1995	-0.0679
BM119	BM111	0.02779	0.1770	0.662	-0.0268	0.0823
	AM110	-0.04073	0.01807	0.280	-0.0964	0.0150
	CS110	- 0.04156**	0.03011	0.004	-0.1757	0.0513
	CS111	- 0.10690**	0.2265	0.000	-0.1344	-0.0361
AM110	BM111	-0.06617	0.01640	1.000	0.0180	0.1191
	BM119	-0.04073	0.01807	0.280	-0.0150	0.0964
	CS110	-0.0082**	0.02937	0.002	-0.0914	0.0897
	CS111	- 0.06617**	0.02165	0.000	-0.1319	0.0016
CS110	BM111	-0.06934	0.02914	0.226	-0.0205	0.1592
	BM119	-0.04155	0.03011	0.754	-0.0513	0.1344
	AM110	-0.00582	0.02937	1.000	-0.0897	0.0914
	CS111	- 0.06435**	0.03239	0.000	-0.1642	0.355
CS111	BM111	0.06435	0.02134	0.413	0.0697	0.1995
	BM119	0.10594	0.02265	0.600	0.0361	0.1757
	AM110	0.06517	0.02165	0.060	-0.016	0.1319
	CS110	0.01369**	0.03239	0.000	-0.0255	0.1642

\*\* The mean difference is significant at 0.05 level

### The Relationship between Students' Time Management Skills and Academic Achievement

Here, the students' academic achievement is measured based on their Cumulative Grade Point

Average (CGPA). The Pearson's Correlation analysis in Table 8 shows that there is a moderate positive significant relationship between students' time management skills with their CGPA ( $r = 0.527$ ,  $p < 0.01$ ). This shows that the students' time management skills can determine their performance in academic. The higher the students' time management skills, the higher the academic achievement.

Table 8  
 Students' Time Management Skills and Academic Achievement

	Time Management Skills	Cumulative Grade Point Average (CGPA)
<b>Time Management Skills</b>		
Pearson Correlation	1.000	0.527*
Sig. (1-tailed)	–	0.000
N	200	200
<b>Cumulative Grade Point Average (CGPA)</b>		
Pearson Correlation	0.527*	1.000
Sig. (1-tailed)	0.000	–
N	200	200

\*\* Correlation is significant at 0.01 level (1-tailed)

The finding above supports the study done by Van Eerde (2013) stated that there is a significant positive relationship between students' time management skills and their academic achievement. Thus, this study proves that students with excellent academic achievement are usually those who are good at managing their time, work and determining priorities.

## DISCUSSION

The overall profile of students involved in this study is female (66%) and majority of them are between 19 and 20 years old (52.5%). Most of them obtained Cumulative Grade Point Average (CGPA) between 2.00 to 2.49 (35%) while. Based on the above findings, it is clear that time management skills among university students are still moderate. Though moderate, this situation should not be allowed to happen. This is because a good time management skill can contribute to the students' academic success in producing effective and productive work (Lay and Schouwenburg, 2013). Hence, the university needs to take immediate steps to improve the time management skills among the students as well as to educate them about the importance of time management by holding workshops or seminars especially at the beginning of their entry into the university. With this they can balance and adapt to the learning orientation easily.

In relation to better female students' skills in managing time, this finding has supported the study done by Misra and McKean (2010) that women are more efficient in managing time

than men. They are more experienced in dealing with academic stress and anxiety. According to Trueman and Hartley (2008), mature girls have better time management skills than boys and even reduce learning pressure and anxiety. The results of the study also show that time management skills are different according to the student learning programs. Science students are more sensitive to time management than non-science students. Finally, the correlation analysis also shows that there is a positive and significant relationship between time management skills and academic achievement. This finding has supported the study done by Covic, Adamson and Lincoln (2014). Higher students' time management skills are associated with higher academic achievement. However, this relationship is modest, reflecting that time management skills are not the only factors determining student performance. There may be other factors involved such as learning styles, environmental factors, personality, problem solving skills and communication skills. Hence, this means that students need to master a variety of other skills pursuing excellence while studying at the university.

## CONCLUSION

The results show that the three objectives of the study are met. The moderate time management skills among students in UiTM Pahang Branch Raub Campus should be noted and should not be taken lightly although time management skills are not the only determinants of success when they pursue university studies. Students' academic achievement reflects university credibility. Therefore, academicians and university administrator should play a more active role in improving the quality of time management skills among students. Academicians need to be involved in helping the students via highlighting the aspects of time management in teaching or during meeting with the students. The university rules and regulations should have aimed at disciplining the students by shaping their time management skills.

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