

**Effect of Time Management on Students Academic
Achievement: Comparative Study between Dire Dawa
University and Rift-Valley Universty**



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**Effect of Time Management on Students Academic
Achievement: Comparative Study between Dire Dawa
University and Rift-Valley Universty**

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Declaration

I hereby declare that this MBA thesis is my original work and has not been presented for a degree in any other university, and all sources of material used for this thesis have been duly acknowledged.

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ACRONYMS AND ABBREVIATIONS

ANOVA	Analysis of variance
CBE	College of business and economics
CGPA	Cumulative grade point average
DDU	Dire Dawa University
IOT	Institute of technology
NCS	Natural and computational science
SOM	School of medicine
SOL	School of law
SPSS	Statistical Package for Social Science
SSH	Social sciences and humanities
RVU	Rift valley University

Abstract

The aim of this study was to investigate the effect of time management on students' academic Achievement between DDU and RVU. The paper tried to describe the level of students' time management and the relationship between time management dimensions and academic achievement in both universities. The researcher applied stratified random sampling technique in which 386 sample respondents were taken as a sample. Primary data was collected via questionnaire. Both Descriptive and inferential statistics were used for analysis. Descriptive statistics was used to generate percentage, frequency, means and standard deviations. Independent sample T-test, correlations, one-way ANOVA, multiple regression and post hoc test analysis procedure were employed. Data was manipulated using SPSS V. 20.0. The mean score for time planning and prioritization of students indicates that it was to the moderate and lower extent for DDU and RVU, the level of avoiding procrastination and time attitude of students was to the lower extent, whereas student's socialization level was to higher extent. The independent t-test revealed that prioritization, avoiding procrastination & time attitude has no significant difference among the universities with p-value of (0.963), (0.786) and (0.584) respectively; whereas there was statistically significant difference between the universities on time planning and socialization with p-value (0.000). All time management attributes except socialization have strong positive correlation with students' academic achievement ($r \geq 0.7$). The highest significant positive correlation was observed with time planning. Further student's socialization has negative and significance relationship with academic achievement ($r = -0.759$). Regression result indicates that 58.4% of total variation in academic achievement is explained by independent variables included in the model. In addition, all the independent variables have a highly significance effect on academic achievement with p-value of less than 0.05. One-way ANOVA result indicated that there was no significance difference of time management between students due to their gender with a p-value of (0.214). Whereas students time management were different due to their year of study, age, college and CGPA (p-value < 0.05). Based on finding the researcher recommends the universities should provide time management training for students. It may help them free themselves from negative consequences of academic achievement which is brought about by poor time management.

Key words: Time management, Academic achievement, Time planning, Prioritization, Avoiding procrastination, Socialization, Time attitude

Chapter One: Introduction

1.1 Background of the Study

Time is to be deemed very substantial to human beings as age and capital; especially that entire human life is made of time segments which mean the second that is gone is going to shorten the human life and make the death nearer. According to Macan, et. al. (2000), the secret of achieving success in life is to manage time and resources that everyone possesses equally and paying sufficient attention to planning.

Time management is very worthwhile issue during to being it a key factor in any success at all levels of life and for that the term time management is strongly associated with administrative work. Despite of its importance, it is never an easy task to manage time individually and a need to specific qualifications along with many personal skills is then a must. Let alone exploiting the available resources in order to meet the society and individual needs at the same time and the ability to adjust with the present and future situations (Alghamdi, 2008).

The road to success in social life passes through effective and efficient working which is only possible via time management. The competitive environment we live in today encourages people from as early as their elementary education to plan and manage time effectively. The high performance required by competitive conditions forces organizations and directors to use time effectively and stipulates the search to control time (Alay & Koçak, 2003).

In the core of education, time management refers to the use of divergent processes and tools that increase efficiency and productivity (Kaushar, 2013). Because good time management plays a vital role in improving students' academic performances and grades, students who master it are more likely to meet satisfactory academic progress. This means that to meet the minimum academic performance, requirements are established by the university and students should know their responsibility to make their own decisions about how to manage their study time to boost their grades and to be active learners (Bouarour, 2018).

During learning process, students are different from one another in managing their schedules. In universities time management skills grow in importance because students' time is less structured. In this sense, it is the students' role to identify their needs and wants in order to be efficient and reach academic productivity. To be good time managers, students must develop some organizational skills and use effective techniques such as "setting priorities" and "planning tools" that will result in developing personal planning schedules that will offer them greater chances to succeed in their studies. In fact, students' success depends much on managing time efficiently to become more successful (Bouarour, 2018).

Noftle et al (2007) claim that every student should possess time management abilities to organize their activities, set goals, and prioritize those activities that require focus and time. It is also through time management that student's ability to make decisions can be enhanced thereby using time more effectively. While there is no universally accepted way to manage time, it is still important for individuals like students to value time management and apply it in different contexts. Since the primary goal of time management at the university is that of enabling students to have better academic results.

There is mounting proof that, University students' success relies on upon their ability to use time properly and most efficiently. Particularly in the era of the utilization of present day innovation, the amount of information to be learned increases day by day together with the number and accessibility of distractions like online games, social media, game platforms, etc. which may take their time (Andreessen, 2015).

Since time is a limited resource which needs to be managed effectively just like all other limited resources, it has been deemed necessary to evaluate its effects on students' achievement. A general assumption underlines that student with good time management skills are able to manage time effectively even after they graduate and enter professional life. In literature studies it has been detected that positive time management behaviors accelerate students' GPA, whereas negative time management behaviors decrease academic performance (Sevari and Kandy, 2011). In the era that we are living in students are more engaged with social medias and other time wasters so students should develop a habit of good time management so that they can be more

productive. Therefore, this Study will determine the relationship between the time management and academic performance of students.

1.2 Problem Statement

Time management practices have an impact on the results of students as empirical studies done by past researchers suggest. In spite of knowing about the impact of time on academic achievement, this relationship is not given importance by the students (Sevari & Kandy, 2011). At higher education level the study schedule must properly planned, implemented and controlled for better results. Emphasizing time also helps to develop cost effective educational policies by the authorities especially at higher education level (Kaushar, 2013).

Various researchers assess the effect of time management on academic achievement of students in different levels of study and different countries. Most of the researcher argued that most of students didn't give much emphasis and focus for time management thou it is one of the most important factors for academic performance. Shazia (2015) done a research on The Impact of Time Management on the Students' Academic Achievements in Jordan, Qurtuba University of Science and Technology taking 120 students and his finding shows that time management is highly related to the academic performance of the university students and the study showed that successful students are good time managers.

A study by Abdülkadir(2013) confirmed that student's time management is to a moderate level and shows that female students obtained higher average scores than male students. The finding also shows there is a positive relationship between time management and students CGPA. In addition Wasan (2017) in his study revealed that time management skills affect their GPA-course achievement. As expected, the majority of the successful students are able to manage their time well, and schedule their daily activities. They do not spend a huge amount of time studying; however, they focus and plan before starting which makes them study for a shorter period.

Research by Karima (2017) done a research on the relationship between time management and academic achievement measuring time management using two dimensions (procrastination and prioritization) in Egypt and found that there is these two dimensions scored more than the average mean of 3.00 and the study concludes that time management has no significant impact on academic achievement which contradicts with the above researches. Similarly Najnin (2017)

observed no significant relationship between the time management behavior and academic achievement. But the participants who obtained achiever students possess high mean score.

Subramanian (2015) on his study found that there is a positive and significant relationship between time management and academic achievement of students and also shows that male students possess better time management than females there is a higher which is opposite to Abdülkadir (2013). which says female students possess better time management than male students. Tesfaye (2019) did a research on similar topic and found that the higher the time management the higher the academic performance.

But these studies have some gaps. The conceptual gap of this study focused on the effect of time management on academic achievement, the researcher mainly focused on major time management factor (time planning, prioritization, avoiding procrastination and time attitude) that affect academic achievement, and although there is many researches on the relationship between time management and academic achievement there are no comparative researches done before in Ethiopia between two or more categories like (public and private higher education's) as researchers knowledge and as recommended by (Tesfaye, 2019).

Geographical gap of these studies is that most of these studies was done in universities and colleges abroad and those which are conducted in Ethiopia are bounded not for greater than one university and/or college but this research was covered two universities (one public and one private educational institutions) in Dire Dawa administration.

Therefore, there is a need to conduct a research on the effect of time management on academic achievement of students a by comparing private and public universities.

1.3 Research questions

1. What is the extent of student's time management practice in private (RVU) and public (DDU) higher education institutions?
2. Is there a significant difference in time management practice (time planning, prioritization, avoiding procrastination, and socialization and time attitude) among DDU and RVU?
3. Is there a significant difference in time management practice among students due to their age, gender, CGPA, year of study, and college?
4. What is the relationship between time management dimensions (time planning, prioritization, avoiding procrastination, socialization and time attitude) and academic achievement?
5. How do time management practice influence students' academic achievement in HEIs of Ethiopia at Dire Dawa Administration?

1.4 Objectives of the Study

1.4.1 General Objective

To investigate the effect of time management on student's academic achievement in Dire Dawa University and Rift Valley University.

1.4.2 Specific Objectives

- To investigate the extent of time management among private and public higher education institutions in Dire Dawa Administration.
- To determine whether there is a difference on time (time planning, prioritization, avoiding procrastination, socialization and time attitude) among private and public universities.
- To investigate whether there is significant differences in time management among students due to their age, gender, academic performance, year of study, and college.
- To investigate the relationship among time management dimension (time planning, prioritization, avoiding procrastination, socialization and time attitude) and academic achievement
- To find out how time management practice influence students' academic achievement in HEIs of Ethiopia at Dire Dawa Administration'.

1.5 Research Hypotheses

H₁: Time planning of students doesn't have a statistically significant influence on students' academic achievement.

H₂: Prioritization of students doesn't have a statistically significant influence on students' academic achievement.

H₃: Avoiding procrastination of students doesn't have a statistically significant influence on students' academic achievement.

H₄: Socialization of students doesn't have a statistically significant influence on students' academic achievement.

H₅: Time attitude doesn't have a statistically significant influence on students' academic achievement.

1.6 Significance of the Study

This study is significant for the following stake holders;

It helps the student researcher gain more research experience which will be important for his career and for fulfillment of Masters in business administration. Second, the subjects of this study, students of the University will be benefited from this study since it shows their time management practice and it will help them to see what they are lacking in their time management skills.

It will give the universities a baseline to see how good the time management skill of the student is and train their students to have more accurate and better way of time management so that they can be succeeded in their academic achievement. The findings from this study will assist academicians in broadening of the prospects with respect to this study hence providing a deeper understanding of the time management practice and its impact on academic achievement.

1.7 Scope of the Study

Geographically, the study was limited to the evaluation of time management on academic achievement of DDU & RVU because of time constraint the researcher was not include other institutions like TVETs. Conceptually, this study was only focused on relevant variables like time planning, scheduling, and prioritization, socialization, avoiding procrastination and time attitude as time management dimensions and their effect on academic achievement. And methodologically, the study's research approach was quantitative.

1.8 Limitation of the Study

This study faced different limitations associated with its design and coverage. In this regard the study didn't include large number of educational institutions as well as samples from all higher education institutions (*i.e.* public and private higher education institutions). As a result, the finding and outcome reported in this study might not fully reflect the situation in higher education sector in Ethiopia as a whole. The findings and conclusions therefore wouldn't be taken as generalizations for higher education institutions operating in Ethiopia.

The researcher was used only Primary data through questionnaire. Nevertheless, the absence of interview and secondary data might have an impact in the findings of the study.

1.9 Organization of the study

This paper is organized into five chapters. The first chapter deals with introduction, background of the study, statement of the problem, objectives of the study, research hypothesis, significance, scope and limitation of the study. The second chapter focused on literatures reviews related to the research area. In this section, theoretical concept related with time management and academic achievement was discussed. In addition, it contains the empirical study and conceptual framework of the research. The third chapter deals about research methodology and design. It includes sampling techniques, sampling size, research instrument, method of data analysis, validity and reliability test. Chapter four includes data analysis and interpretation and the last chapter deals with summary of findings, conclusion and recommendation.

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Chapter Two: Review of Related Literature

2.1 Theoretical literature

2.1.1 Time

Time is a limited period during which an action, process, or condition exists or takes place. It is a period that one needs for a particular activity to be accomplished. Initially, time in this context, was referred to just business or work activities, but eventually the term broadened to include personal activities as well. In this view, Time, according to Igbokwe-Ibeto & Egbon (2012), is seen as all aspects of time which have relevance to appropriate management. They however, argued that treating time at work or business time in isolation of other time e.g. leisure time, break time, social time, holiday time among others, is unrealistic because of the reciprocal influence of one over the other. This is in view of the fact that mismanagement of any of the above time will definitely affect the time at work.

Time is an essential resource; it's irrecoverable, limited and dynamic. Irrecoverable because every minute spent is gone forever, limited because only 24hours exist in a day and dynamic because it's never static. According to North (2004), time management is the organization of tasks or events by first estimating how much time a task will take to be completed, when it must be completed, and then adjusting events that would interfere with its completion is reached in the appropriate amount of time. It can also be explained as a period of time considered as resources under your control and sufficient to accomplish a given activity task. It is the period during which actions or processes take place-Webster's Collins dictionary calls time as a system or measuring duration. A scarce resources which must be properly and sagaciously managed otherwise nothing can be managed (Heather, 2005). The continuum of experience in which events pass from the future through the present to the pass (Anand, 2007).

The high performance required by competitive conditions forces organizations and directors to use time effectively and stipulates the search to control time (Alay, 2003). Time is to be deemed very substantial to human beings as age and capital; especially that entire human life is made of time segments which mean the second that is gone is going to shorten the human life and make

the death nearer. The whole life is a test to see who deserves the paradise in the judgment day, so exploiting the time to fulfill ambitions is of great importance in both worldly life and in the hereafter (Algaradawi, 2003).

Time is a priceless resource and continues to pass by without coming back. The secret to achieve success in life is effectively managing this resource that everyone possesses equally and paying sufficient emphasis to plan (Macan, 2000).

2.1.2 Time management

The term “time management” became familiar in the 1950’s and 1960’s as referring to a tool to help managers make better use of available time. The concept of time management comes from Frederick Winslow Taylor for early analysis of motion and time studies of workers with purpose to reduce unproductive work tasks and time wasting. Mercanlioglu (2010) defined time management as self-management with an explicit focus on time in deciding what to do; on how much time to allocate to activities; on how activities can be done more efficiently and on when the time is right for particular activities. (Claessens,2007) defined time management as “behaviors” that aim to achieve an effective use of time while performing certain goal-directed activities.

Time management is the process of organizing and planning how much time you spend on specific activities. —Time managementll refers to the way that you organize and plan how long you spend on specific activities. According to Lucchetti (2010), time management is the act or process of exercising conscious control over the amount of time spent on specific activities, especially to increase efficiency or productivity.

Time management according to North [2004] is the organization of tasks or events by first estimating and forecasting how much a task would take to be completed, when exactly it must be completed and adjusting events that would interfere with its completion, so that completion is finally reached in the appropriate anticipated amount of time. Time management is not about getting more things done in a day. It is rather about getting the things that matter most done. It is

the ability to responsibly decide what is important in life both at work, at home and even one's personal life.

According to Crutsinger (1994), time management is about determining what should be done by first and foremost setting goals, deciding which events are considered most important and realizing that other activities or events will have to be scheduled around them (prioritizing), making decisions about how much time one allows for certain tasks (time estimation), flexibly adjusting to cater for the unexpected (problem solving), reconsidering priorities and goals on a regular basis (evaluation), and observing patterns and trends in behavior.

Time management is not about getting more things done in a day. It is about getting the things that matter most done. Time management is the ability to decide what is important in your life both at work, at home and even in our personal life. Time is that quality of nature which keeps all events from happening at once. To manage your time, you need to go through a personal time survey and estimate the way your time is being spent. Time management is a set of principles, practices, skills, tools and system that help you use your time to accomplish what you want. Time management is a skill that many of us seem to learn through necessity. The problem with learning a skill through necessity is that, more often than not, bad habits creep in and, although the skill may be useful in general, we do not use it to its full potential. Time management is a skill that takes time to development and perfection. It also is a skill that is different for everyone. Time management refers to the development of processes and tools that increase efficiency and productivity (North, 2004).

According to Okolo (2012) time management involves investing time to determine what one wants out of their activities. It is a process of using time in order to accomplish given tasks in an efficient and effective way using skills and instruments to achieve organizational tasks and goals. It has also been described as a method for managers to increase work performance effectiveness (Claessens et al., 2009). Therefore, effective time management is the key to high performance levels and the latter are necessary for organizational success.

However, according to Bregman (2013), the biggest and most distinctive myth in time management is to consider everything done if only a person follows the right system, uses the right time to do his/her tasks and in the right way. Thus, Bregman (2013) argues that this is a

mistake because we live in a time when the stream of information and communication, demands reviewing our schedules from time to time.

2.1.2.1 Importance of Time Management

Time management is very important for many reasons. The fact that everyone use time in their daily lives would mean that, time is part of daily life and needed to be managed to end up the day with accomplishment since the passage of time cannot be restored. According to Brigitte, et. al. (2005), time management plays a significant role in improving students' performance and achievements. They added that, every student should possess time management to effectively organize their activities, set goals, and prioritize those activities that requires immediate attention and others. It is also through time management that the students' ability to make decisions can be enhanced thereby using time more effectively (Noftle, Robins & Richard, 2007). While there is no universally accepted way to manage time, it is still important for individuals like students to value time management and apply it in different contexts.

2.1.2.2 Components of Time Management

Again according to Mercanlioglu (2010) effective time management requires several components as follows;

A. List goals and set priorities

If we don't know what we want to achieve in our lives, we can't manage time and someday, we can be disappointed of where we are. So, make your list, determine what you are committed to doing, and put these items in the appropriate place in your time management system. You can use A, B, C system. A= Highest priority, B= Important to be completed, but not absolutely essential for today, C= Nice if I can get to it. Therefore, it is important to do the highest priority items first A's, then B's and then C's.

B. Planning to achieve goals

Having just goals is not enough. We need to have a clean plan to achieve them. "If you don't know where to go, no road can bring you there". If you want to learn French, you either have to attend a language course, live in France for a while or read books about the language. If you are not doing any of those suggestions, your wish would certainly remain as a dream. Dreams that are not becoming true are meaning failure, and failure is meaning unhappiness.

C. Using communication tools efficiently

Telephone and computer are considered as the traps of our era. When the magical tools of communication are used consciously and under control, it is obvious that the contributions are going to be very valuable.

D. Avoiding procrastination

Procrastination may be seen as a particular time management problem that involves the delay of activities. Procrastinating steals your time and chases you from achieving your goals. In order to achieve something you need to start doing it and to finish it, you need to not procrastinate it. Thus, the reasons of procrastination should be determined and the will of problem solving should be present.

E. Desk planning and building a good filing system

Even though “A messy desk means a messy mind” for some, “A messy desk is the indicator of genius” for others. If moments where you lose an important file and end up in difficult situation, you probably are the first type of person and a spring cleaning is needed. A messy desk and the lack of a good filing system are important time traps. The desk is not the right place to store documents; it’s the place where work is realized. Thereby if only needed documents are on the desk performance would increase and time wouldn’t be wasted.

F. Regulation of work time according to your body’s energy cycle

While some people’s energy is peaking early the morning, some are successful on the afternoon and some at night. Knowing your best time and doing important and urgent things during that time is a good planning approach.

G. Being able to say “No”

If it is not a requirement of your job and only by courtesy you are not able to say “No”, you are facing the problem of being retained of doing your own job. If you don’t learn to say “No”, your to-do list is going to get longer. You need to build your own boundaries and learn how to refuse unnecessary work in a kind way.

H. Delegation of some of your responsibilities

This way, additional time to do other important things would remain to the person.

2.2Time management behaviors

Time saving techniques and behaviors can be categorized into numerous groups and be liable to contribute to a number of fundamental qualities in general. There are three surfaces of time management behaviors: short-range planning, long- range planning and time attitudes (Laurie and Hellsten,2002). Short-range planning is the capability to set out and systematize responsibilities in the short period of time. Long-range planning competence is to handle everyday jobs over a longer time perspective by keeping follow of significant dates and setting objectives by putting adjournment (Alay & Koçak, 2003).

2.2.1 Long Range Planning

Long-range planning means to have long-range objectives and having disciplined routines. Various researchers named it as having perception of a preference for organization and it is comparable to long range planning. To acquire a summary on the everyday jobs that necessitate to be executed, time limits and priorities which increases the perception of having control over time so, in the long run, planning enables one to deal with all activities (Kelly, 2004). It directs to have less perception of control over time because it may be tackling to be familiar with how much effort requires to be completed within hours, days or weeks; it may even be the immediately measurable effect of planning. (Brigitte et al., 2005).

2.2.2 Short Range Planning

Short-range planning was defined as time management activities surrounded by daily or weekly time structure and cover the activities such as setting objectives at the commencement of the day, planning and prioritizing daily behaviors and creation work contents (Yilmaz et al., 2006). Numerous studies invented that short-range planning behavior, forecasting of time in the short

run, surrounded by the time envelope of a week or less, established a constructive relationship to grade point average. Short range planning in interface with accomplishment determined was optimistically associated to dealing performance as well (Noftle et al., 2007). Likewise, most of the studies that control for the student time do so by determining total time committed to the course, a variable normally found to be unimportant. Academic achievement means the educational objective that is accomplished by a student, teacher or institution realize over a definite short period (Lisa & Robert, 2008). In a different research finding it has been demonstrated that there exists a positive significant relation between students' grade point averages and the time attitudes and the short-range planning.

2.2.3 Time Attitude

Time management demands a key shift in emphasis: concentrate on results, not on being busy. There are a lot of cases with people who waste their lives in discolored doings and attain very small since they are placing their labors into the incorrect responsibilities or weakening to focus their activity successfully, established that two time management workings directly affect the collective academic achievements (Mercanlioglu, 2010).

The perception of how their time requires to be used up or planning including utilizing short and long period goals and time attitudes or students accomplished that both planning and encouraging time attitudes initiated that they had much more time to finish their everyday jobs because they experiences more in control of how their time was exhausted therefore knowing when they had to state no to activities (Kaushar, 2013). The literature revealed that time management practices that connected to the individual's awareness and attitudes about time management and is comparable the perception of having control over time. Therefore, time attitudes comprise the perception that the individual is in control of time the perception that the person is efficiently managing his time and the perception that the individual is making constructive utilization of time (Karim et al., 2015).

2.3 Principles and Practices of Effective Time Management

There are some principles that guide effective time management practices. According to Ghebre (2012) effective time management requires:

- Setting priorities- this is where one decides which of given projects should be completed first. This is achieved by beginning to arrange one's projects in the most effective method.
- Finishing unpleasant tasks- this involves doing and finishing things that seem the least enjoyable. The importance of time management is that it can change that by making one do the things one does not want to do.
- Keeping track of deadlines- this is where one needs to be more organized through use of schedules, calendars and agendas.
- Learning to say no- one of the biggest problems that people face in the workplace is being overwhelmed with workloads because they do not know how to turn down other people who try to pass the buck. One must learn to say no.
- Delegate- one must delegate responsibilities and duties to subordinates in order to avoid stress levels shooting sky-high.

The above principles require the possession of such personal time management skills as planning, organizing, responsibility, communication skills and decision-making skills. Armed with these skills, one is able to allocate one's time in a balanced manner.

Crandell (2005) argues that the three strategies most likely to yield results in effective time management are: organizing an effective workspace, managing workflow and planning. By 65 habitually practicing these strategies, stress levels are likely to be reduced and productivity levels will be increased. Indeed, Hall (2012) stressed, as already mentioned, the significance of space in that a cluttered workspace impairs one's ability to find things and removing clutter itself is often a time consuming task, materials need to be retrieved quickly and this can be achieved by using an effective filing system.

Managing workflow involves using calendars, using lists, projects lists next actions list and waiting for lists (Crandell, 2005). All these lists can be regarded as organizing tools that provide reviewable list of the scope one's responsibilities and initiatives. Planning is another strategy that contributes towards effective time management practice. The basic steps in planning include, setting goals, listing tasks, setting priorities and then implementing the plan. Thus, by using time

more effectively and following the forgoing strategies, one can actually have more time to be productive.

2.4 Time management matrix

Stephen Covey have developed a model called a time management matrix. This model enables managers to prioritize their activities and use their time more effectively. With the help of the model, they can evaluate their activities in terms of importance and urgency.

	Urgent	Not Urgent								
Important	Quad I <table><tr><th>Activities</th><th>Results</th></tr><tr><td> • Crisis • Pressing Problems • Deadline Driven </td><td> • Stress • Burn-out • Crisis management • Always putting out fires </td></tr></table>	Activities	Results	• Crisis • Pressing Problems • Deadline Driven	• Stress • Burn-out • Crisis management • Always putting out fires	Quad II <table><tr><th>Activities</th><th>Results</th></tr><tr><td> • Prevention, capability improvement • Relationship building • Recognizing new opportunities • Planning, recreation </td><td> • Vision, perspective • Balance • Discipline • Control • Few crisis </td></tr></table>	Activities	Results	• Prevention, capability improvement • Relationship building • Recognizing new opportunities • Planning, recreation	• Vision, perspective • Balance • Discipline • Control • Few crisis
Activities	Results									
• Crisis • Pressing Problems • Deadline Driven	• Stress • Burn-out • Crisis management • Always putting out fires									
Activities	Results									
• Prevention, capability improvement • Relationship building • Recognizing new opportunities • Planning, recreation	• Vision, perspective • Balance • Discipline • Control • Few crisis									
Not Important	Quad III <table><tr><th>Activities</th><th>Results</th></tr><tr><td> • Interruptions, some callers • Some email, some reports • Some meetings • Proximate, pressing matters • Popular activities </td><td> • Short term focus • Crisis management • Reputation – chameleon character • See goals/ plans as worthless • Feel victimized, out of control • Shallow or broken relationships </td></tr></table>	Activities	Results	• Interruptions, some callers • Some email, some reports • Some meetings • Proximate, pressing matters • Popular activities	• Short term focus • Crisis management • Reputation – chameleon character • See goals/ plans as worthless • Feel victimized, out of control • Shallow or broken relationships	Quad IV <table><tr><th>Activities</th><th>Results</th></tr><tr><td> • Trivia, busy work • Some email • Personal social media • Some phone calls • Time wasters • Pleasant activities </td><td> • Total irresponsibility • Fired from jobs • Dependent on others or institutions for basics </td></tr></table>	Activities	Results	• Trivia, busy work • Some email • Personal social media • Some phone calls • Time wasters • Pleasant activities	• Total irresponsibility • Fired from jobs • Dependent on others or institutions for basics
Activities	Results									
• Interruptions, some callers • Some email, some reports • Some meetings • Proximate, pressing matters • Popular activities	• Short term focus • Crisis management • Reputation – chameleon character • See goals/ plans as worthless • Feel victimized, out of control • Shallow or broken relationships									
Activities	Results									
• Trivia, busy work • Some email • Personal social media • Some phone calls • Time wasters • Pleasant activities	• Total irresponsibility • Fired from jobs • Dependent on others or institutions for basics									

Figure 2.1 Time management matrix

Quadrant 1: Urgent and important

Q1 involves responsibilities or tasks related to critical results and require urgent attention. The items in this quadrant may also be stressors due to their urgency and importance, so being aware of these tasks and categorizing them accordingly can ensure you focus the necessary time and effort on them. Items that fall into Q1 have the following qualities:

- Impending deadlines
- Direct relation to time-sensitive goals
- Involve alleviating immediate risk

Quadrant 2: Not urgent but important

Q2 involves focusing on activities to develop a sense of discipline and commitment, as well as identifying and working on things you can control. Some Q2 items may have the following qualities:

- Require planning or additional steps
- Direct relation to overall goals

Quadrant 3: Urgent but not important

Activities in Q3 are urgent and assume some form of importance in the moment. These are likely items that can be reduced or removed from your workflow. They likely have some of the following qualities:

- Result of poor planning of items in Q1 and Q2
- Interrupting productivity
- Distraction

Quadrant 4: Not urgent and not important

Tasks in Q4 are more likely able to be removed completely or reduced. It is important to identify which items belong in this quadrant so you know which tasks to classify as lowest priority. These items typically have the following qualities:

- Cause the least amount of stress
- Not directly related to overall or time-sensitive goals

2.5 Concept of Academic Achievement

Academic achievement is a combination of ability and effort, presumably ability being equal to those with higher motivation, more effort and will, who achieve higher grades. Academic achievement is the accomplishment or acquired proficiency in the performance of an individual in a given skill or body of knowledge. Academic achievement means “knowledge attained and skill developed in the school subjects usually designated by test scores or by marks assigned by teachers or by both”. Achievement can be measured with the help of tests, verbal or written of different kinds. Since academic achievement is the criterion for selection, promotion or recognition in various walks of life, the importance of academic achievement can't be ignored (Chenna, 2007).

Kyoshaber (2009) confirms that academic performance is typified by students 'test performance related to lesson and their performance on other types of evaluation. In short, academic performance can be regarded as the degree of students' evaluation and achievement regarding their formative and summative assessment.

Academic performance is the outcome of education, that is, the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are more important. Academic performance seems to increase when time management skills are well-handled. Time management is a skill that perhaps impacts the students academic performance.

Prioritization of tasks may make studying and schoolwork less overwhelming and more enjoyable. Academic stress occurs when students feel the pressure of cramming for exams, rushing through homework and getting minimal sleep because of disorganizations and worry. Effective time management techniques should not only be applied to the students' academic life but to their overall schedule to achieve success and peace of mind. Grades in higher institutions often depend on the completion of a range of tasks, including those with various deadlines, lengths and priorities. This multiple tasks, and then grades are determined by the quality of efforts put in. Thus, academic performance would be expected to be influenced by time management skills. Therefore, as increasing demands are placed on students, students' ability to manage time becomes an essential component for academic success.

2.6 Empirical literature

2.6.1 Time Management and academic achievement

A study by Alrheme & Almardeni (2014) aimed at identifying the students' viewpoint about how to time in terms of planning, organizing, directing and censorship and its effect on academic achievement as long as identifying the personal variables effects on academic achievement. The data were collected through a sample of 300 students. The study results showed that the planning was of high effect on academic achievement proved by a correlation coefficient and that there is a statistically significant positive relationship between time management and academic achievement.

Cemaloğlu & Filiz (2010) conducted a study which aimed at studying the relation between the academic achievement and time management skills in education college at ghazi university in turkey. The study results also showed that the student's behavior in the field of planning time was at a high level, in the area of wasting time it was at its lowest. It also showed the existence of significant positive relationship between planning time and wasting time and between the academic achievements of students and there is a meaningful relationship between the medium time management and academic achievement as well.

Abusakour (2003) conducted a study which aimed at finding the Obstacles of time management and decisionmaking to the education departments of government schools in the West Bank, Palestine through detecting the obstacles of time management and decision-making to the education departments of government secondary schools and developing of suitable suggestions to reduce them. The researcher has used the descriptive approach in his study in the collection of information and data, the study results showed that the obstacles of time management relate directly to the obstacles in planning in addition to the shortage in resources and the retardation of scholastic services in the next year.

Kiggundu (2009) conducted a research aiming to establish how time management influences students' academic performance at selected private secondary schools, Wakiso District in Uganda. The major findings of the study were; all schools have written rules and regulations but which they do not understand, some rules and regulations require modifications and others lack

consistence in their implementation. Also time is poorly managed in school where the designed timetables are not respected.

In a study conducted by Indreica et al. (2011) personalized and flexible programs were developed under the supervision of an education counselor for each participant and the influence of effective time management on GPA was tested. The obtained findings supported the original hypotheses and it was thus concluded that effective time management programs elevate GPA.

The findings were consistent with theory and advice on time management but also indicated that the dynamics of time management are more complex than previously believed. Misra and McKean (2010) investigated the interrelationship between academic stress anxiety, time management, and leisure satisfaction among 249 university undergraduates by age and gender.

In a study conducted by Macan et al.(2010),one hundred and sixty-five students completed a questionnaire assessing their time management behaviors and attitudes, stress, and self-perceptions of performance and grade point average. The study revealed 2 major findings. The Time Management Behavior Scale consists of 4 relatively independent factors. The most predictive factor was perceived control of time. Students who perceived control of their time reported significantly greater evaluations of their performance, greater work and life satisfaction, less role ambiguity, less role overload, and fewer job-induced and somatic tensions.

The findings were consistent with theory and advice on time management but also indicated that the dynamics of time management are more complex than previously believed. Misra and McKean (2010) investigated the interrelationship between academic stress anxiety, time management, and leisure satisfaction among 249 university undergraduates by age and gender.

It was demonstrated in their research that female students possess more effective time management skills when compared to male students and yet they face greater levels of academic stress and anxiety, while male students cope with academic stress by making the most of leisure activities. The results of the study provide important insights into using time management and anxiety reduction in conjunction with certain leisure activities to reduce academic stress.

In a study conducted by Mpofu et al. (2007), the construct and predictive validity of Western process models of time management was examined in an African culture. During the data-

gathering stage of research four hundred and seventy two students completed the Britton and Tesser (1991) Time Management Questionnaire. As manifested by the results of factor analysis, the time management processes of short term planning, perceived control of time, time attitude and long term planning were valid constructs for the sample of African students.

In research conducted by Sevari & Kandy (2011), the impact of time management skills on self-efficacy and academic performance was tested. The results from the study showed that the training of time management skills to increase academic performance and self-efficacy is influential.

Swart et al. (2010) explored the relationship between time management skills and the academic achievement of African engineering students. The results of this study were applied to various tests, which indicated no statistically significant relationship between time management skills and the academic achievement of African engineering students.

A study by (Kaushar, 2013) revealed that its purpose was to determine the relationship between time management and academic performance of students. It was found that a significant and positive relation between time planning, time management and academic performance of the students. There was a low and positive relation between time management and academic achievement, there was a meaningful and moderate relation between time management and academic achievement.

Miqdadi, ALMomani, T., & Elmousel, 2014 done a research on similar area, The purpose of this study is, for those students who give importance to education and therefore having master's degree education; in order to cope with the constant changes and developments of the business life, to know that the most significant challenge ahead will be, the misuse of their time Management. The population of the study is MBA level's students at Beykent University.

There are 231 students. The Time Management Questionnaire was distributed to 108 students, 89 of them were proper to analyze. The time management attitudes of master level's students were assessed via their scores on a time management questionnaire.

The questionnaire includes 18 items that might be descriptive of the survey taker. The time management questionnaire used was an instrument developed by Britton and Tesser. The result

indicated positive relationship between time management and academic performance (Mercanlioglu, 2010) The purpose of this article is to provide an overview for those interested in the current state-of-the-art in time management research.

This review includes 32 empirical studies on time management conducted between 1982 and 2004. The review demonstrates that time management behaviors relate positively to Perceived control of time, job satisfaction, and health, and negatively to stress. The relationship with work and academic performance is not clear.

Time management training seems to enhance time Management skills, but this does not automatically transfer to better performance. This review makes clear which effects may be expected of time management, which aspects may be most useful for which individuals, and which work characteristics would enhance or hinder positive effects. Its outcomes may help to develop more effective time Management practices. (Claessens, Eerde, & Rutte, 2005)

A study by Mlambo, 2011 on his research assessed time management and academic performance of Postgraduate students in Nigerian Universities. The specific objective of the study is to determine whether time management is the only variable that affects the Cumulative Grade Point Average of postgraduate students in selected Universities in Nigeria. Survey research design was employed and data were analyzed using mean and standard deviation. Z-test statistics was used to test The formulated hypothesis at 5% level of significance, The finding revealed that time management is not the only factor that affects the Cumulative Grade Point Average of postgraduate students in selected Universities in Nigeria.

A lot of factors affect students' academic achievements, and these findings show that the time management skills of university students have a notable effect on their academic achievement. These results show the importance of a student's effective time management as well as the other factors affecting a student's academic achievement. (Pehlivan, 2013) This research was conducted to identify Time Management, External Motivation, and Students' Academic Performance: Evidence from a Malaysian Public University. The quantitative questionnaire survey method was employed for this study. The findings of the study indicated that there is a significant and positive relationship between time management and students' academic performance.

Abulshawi&Abusultana (2003) conducted a study aiming at recognizing the student of yarmouk university ability to manage time from different faculties and identifying its relation to academic achievement considering the variables; gender, the university year and the faculty and how much these variables affect time management skills. . The study results showed that there is a medium degree of time management skill among students at Yarmouk University, and the skill of time management and academic achievement. And that there is a positive correlation and statistically important between time management skill and the academic achievement according the faculty variable goes to the advantage of economics, science students only.

2.7 Conceptual Framework

This section proposes a conceptual framework within which the concept, time management is treated in this work.

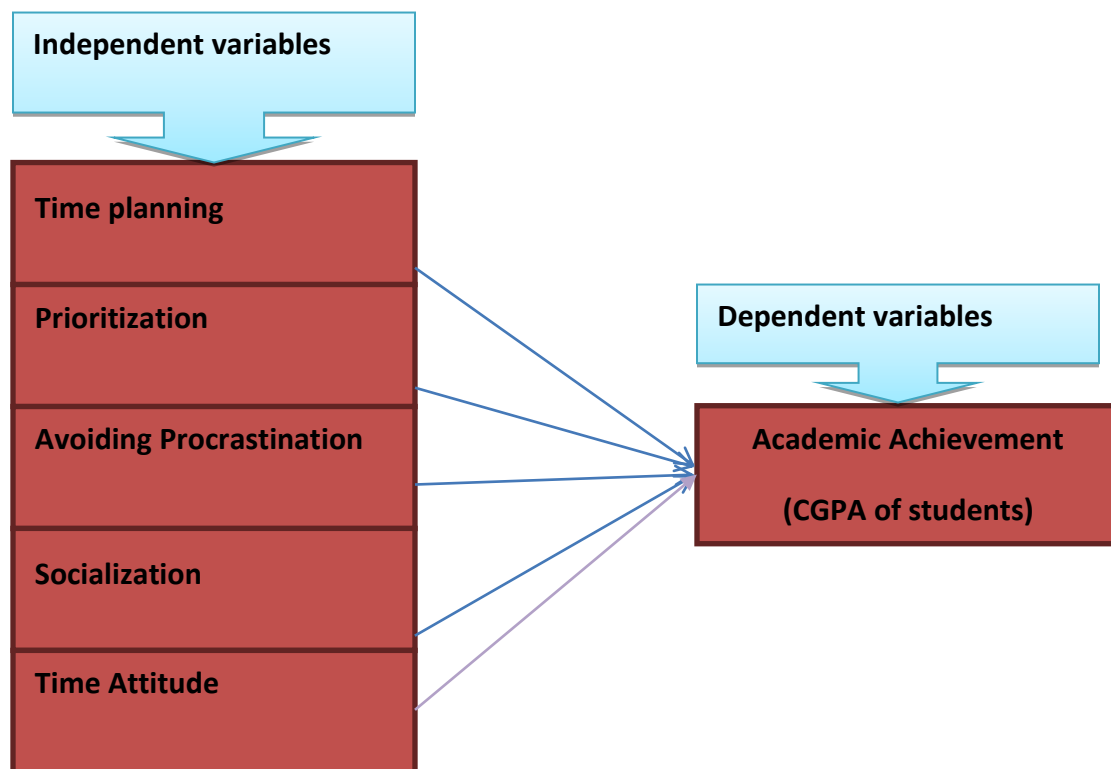


Figure 2: conceptual frame work (adopted from Brighton,1991 & Adebayo,2015)

Chapter Three

Research Methodology

3.1 Research Design

The objective of the study was to investigate the effect of time management on student's academic achievement in Dire Dawa University and Rift Valley University. The study was used descriptive and explanatory research design which was carried out on students of Dire Dawa University (DDU) and Rift Valley University Students. Further the study was characterized by quantitative research approach which time management practice and its implication on their academic achievement was investigated.

3.2 Data Sources and Methods of Data Collection/Instrument

3.2.1. Sources of Data

For the achievements of the objectives the study was employed only primary source of data collection.

3.2.1.1 Primary Source

The study was used questionnaires which were adopted from (Brighton,1991 & Adebayo,2015) for the collection of primary data. Those questionnaires were completed by the students of both Dire Dawa University and Rift Valley University. The questionnaires were designed in English language, and constructed based on related theories with close-ended questions which respondents are offered a set of answers and asked to choose the one that is most closely representing their views. The questionnaire format consists of multiple choices and five point Likert scale used to ask respondents attitude towards the time management. Students CGPA was obtained by using open ended question requesting their CGPA at the time they completed the questionnaire.

3.3 Target population, Sampling Method and Sample Size Determination

3.3.1 Target population

The target population of the study was regular students of private higher education institution (Rift Valley University in Dire Dawa) and public higher education institution (Dire Dawa University) which includes students from fresh man, second year, third year and fourth year

students. There were a total of 11,354 students of both public and private higher education institution, from this 8399 were from public higher education institution (Dire Dawa University) and the rest 2955 were from private higher education institution (Rift Valley University in Dire Dawa).

3.3.2 Sampling Method

Stratified random sampling method was used for this study to get more information from different students of different batch. This technique is preferred to minimizing bias when dealing with heterogeneous population. With this technique, the sampling frame was organized in to relatively homogeneous groups (strata) before selecting elements for the sample. The strata are batches of students (i.e. fresh man, second year, third year and fourth year).

3.3.3 Sample Size Determination

According to (Catherine, 2009) the correct sample size in a study is dependent on the nature of the population and the purpose of the study. Although there are no general rules, the sample size usually depends on the population to be sampled. In this study to select sample size, researcher based on the document found a list of the population formally registered 11,354 the sample size selected here was considered as representative of students which can allow for precision, confidence and general liability of the research findings. To determine the sample size and representative of the target population, the study was used statistical instrument formula. The following formula was used for the calculation of the sample size since it is relevant to studies where a probability sampling method is used (Yemane, 1967). The sample size of study computed as follows.

$$n = \frac{N}{1 + N(e)^2} * NRR \text{Source: Yamane (1967)}$$

Where, n=sample size

N=total population

e=sample error

NRR= non response rate

$$n = \frac{11,354}{1 + 11,354(0.05)^2} = 386 * 0.093 = 350$$

Adopting proportional allocation, we shall get the sample sizes as under for the different strata:

Table 3.1 Students category

	Category based on job	Number of students	Percentage (%)	Sample size
Dire Dawa University	Fresh men	4087	36	139
	Second year	1986	17.5	66
	Third year	1759	15.5	60
	Fourth year	567	5	21
Rift valley University	Fresh men	1374	12.1	43
	Second year	592	5.2	23
	Third year	557	4.9	19
	Fourth year	432	3.8	15
Total	Grand total	11,354	100	386

3.4 Data Presentation, Analysis and Interpretation

The researcher was used descriptive and inferential analysis tool. Data analysis is the further transformation of the processed data to look for patterns and relationship among data groups. Descriptive analysis was used to reduce the data in to a summary format by tabulation.

The researcher was used inferential analysis, such as regression and correlation analysis to see if there is any significance relationship between time management dimensions and academic and make a decision for the hypothesis developed.

Pearson correlation analysis was used to analyze the relationships between the dependent variable and each of the selected independent variables. The researcher also used Independent t-test to know whether there is a significant difference in time management among public and private higher education institutions and one-way ANOVA to investigate a difference in time management among students due to their demographic status.

3.5 Model Specification/Estimation

To estimate the effect of the explanatory variables on student's academic achievement, the researcher was adopted OLS because its computation and estimation method is quick and easy and the fitness of data in OLS can be improved by heteroskedasticity and provides a wealth of diagnostic tool to apply across the board to all other methods (Hellevik, 2007). Accordingly, the researcher specifies the following functional relationship:

Academic Achievement (CGPA) = f (time planning, prioritization, avoiding procrastination socialization and time attitude)

Model

$$AA = \beta_0 + \beta_1 GS + \beta_2 SD + \beta_3 PRN + \beta_4 MD + \beta_5 AP + \epsilon$$

Where

- ✓ AA is the dependent variable (Academic achievement).
- ✓ TP, PRN, AP, SN, TA are independent variables (time planning, prioritization, avoiding procrastination socialization and time attitude).
- ✓ β_0 is intercept of academic achievement
- ✓ $\beta_1 \beta_2 \beta_3 \beta_4 \beta_5 \beta_6 \beta_7$ are the coefficients of their respective independent variables, which measures the change in the mean value of academic achievement, per unit change in their respective independent variables
- ✓ ϵ - error term

3.6 Reliability Test

In order to prove the reliability, the researcher was performed Cronbach's Alpha test of reliability. Cronbach's alpha is a reliability coefficient that indicates how well the items in a set are positively related to one another. This test specifies whether the items pertaining to each dimension are internally consistent and whether they can be used to measure the same construct or dimension of time management. It is computed in terms of the average inter correlations among the items measuring the concept. According to Nunnally Cronbach's alpha should be 0.700 or above (Nunnally, 1978). However, some of studies lower the value to 0.600 to considered acceptability (Gerrard, Cunningham, and Devlin, 2006). For this study, the value of

Cronbach's alpha is more than 0.66 that is almost close to the standard value, 0.7. Thus, it can be concluded that the instrument used to measure time management was valid and highly reliable.

Table 3.2 Cronbach's alpha of attributes

Item	Obs	Alpha
Time planning	350	0.774
Prioritization	350	0.664
Avoiding procrastination	350	0.77
Socialization	350	0.729
Time attitude	350	0.721
Total Scale	350	0.76

3.7 Validity Test

It is the accuracy meaningfulness of the inferences which are based on the research result or it is the degree to which results obtained from the analysis of the data actually represents the phenomena under the study but the validity of the study depends on the ability and willingness of the respondents to provide the information requested. Issues that was raised by the respondents was corrected and questionnaire was refined. In addition to this proper detection by an advisor was taken to ensure the validity of the instruments. Finally, the improved version of the questionnaire was printed, duplicated and distributed.

3.8 Ethical Considerations

In this study, ethical standards were kept to prevent fabrication and falsifying of data. During data collection, ethical behavior was also being maintained for collaborative work to encourage trust, accountability and mutual respect among researcher and respondents.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.1. Introduction

This chapter contains discussion and analysis of the study findings related with the study objectives. Accordingly, this chapter was arranged to present the results into different sections; section (4.1) the results of response rate and respondent's profile, Section (4.2) descriptive analysis of time management dimensions, (4.3) time management among public and private university, (4.4) the results of correlation analysis. Section (4.5) the results of regression analysis, Section (4.6) hypothesis testing, under section (4.7) post estimation tests and (4.8) demographic factor and time management was discussed.

4.1.1. Response Rate

Three hundred eighty-six (386) questionnaires were distributed to the students of DDU& RVU out of which three hundred fifty (350) were completed and retrieved successfully, representing 90.7% response rate.

4.1.2. Respondents' Profile

Regarding the gender of respondents, as shown in table 4.1 item one below, a significant portion (61.7%) of the respondents were males and the rest of respondents were female (38.3%). This indicates that majority of the respondents were male students of DDU & RVU.

When we see the age of the respondents most of the respondents were between the age of 18 and 22 (56.8%) followed by 23-27 (33.1%), and the rest (10.1%) were in the age of above 28 respectively this indicates that most of the respondents were between the age of 18-22 accounting more than half of the respondents.

Year of study of the respondents as shown in the third item of the table below indicates that majority of the respondents (47.7%) were in first year students. Around (22.5%) of respondents were second year students, nearly (20.8 %) of the respondents were third year students, and the

remaining (9%) were fourth year students this clearly indicates that most of the respondents were first year students.

When we see the college of respondents, fourth item of table 4.1 indicates that 25.1 % of respondent was from college of natural and computational science followed by institute of technology which accounts 23.1% of respondents, 22.6% of the respondents were from social science and humanities, 20.1% of respondents were from college of business and economics followed by school of medicine (6%) and school of law (3.1%). And university wise most of the respondents were from DDU (72%) and the rest (28%) were from RVU.

Respondent's academic achievement shows that most of the respondents (61.9%) had a score of less than 2.5, 15.2% of the respondents had a score of between 2.51-2.99 and the rest 22.9% had a score of between 3 and 4. this clearly shows that most of the respondents were with score of less than 2.5.

Table 4.1 Respondents profile

No.	Variable	Category	Frequency	Percentage (%)	Total
1	Gender	Male	216	61.7	
		Female	134	38.3	350 (100%)
2	Age	18-22	199	56.8	
		23-27	116	33.1	
		>=28	35	10.1	350 (100%)
3	Year of study	First year	167	47.7	
		Second year	79	22.5	
		Third year	73	20.8	
		Fourth year	31	9	350 (100%)
4	College	Institute of technology	81	23.1	
		Business and economics	70	20.1	
		Natural an computational	79	22.6	
		Social science and Humanities	88	25.1	
		School of law	11	3.1	
		School of medicine	21	6.0	350(100%)
5	University	RVU	98	28.0	
		DDU	252	72.0	350(100%)
6	Academic achievement (CGPA)	Less than 2.50	216	61.9	
		2.50-2.99	53	15.2	
		3.00-4.00	81	22.9	350 (100%)

4.2 Descriptive analysis of attributes of time management

4.2.1 Time Planning

As table 4.2 below shows that the mean of Dire Dawa University were 2.56,2.58,2.51,2.75,2.1,2.86,2.77,2.98 and 2.75 respectively for the below nine items, whereas the mean of Rift Valley University were 2.4,2.28,2.32,2.45,2.32,2.50,2.51,2.69 and 2.58 respectively. From this comparison we can understand that the range of percentage of those that opposed the item and undecided are relatively higher than those who concurred with the items. It indicates that most of the respondents don't have any schedule and to do lists and they were poor at planning.

The highest mean score for DDU (2.98) recorded at item 8 where lowest mean score (2.51) observed under item 3, whereas for RVU the highest mean score (2.69) recorded at item 8 where lowest mean score (2.28) observed under item 2. This implies that the mean score of DDU is relatively higher than that of RVU. The aggregate mean of DDU is 2.75 and RVU have 2.45. The study revealed that the level of time planning is to the moderate extent and lower extent for public & private universities respectively.

Table 4.2 Mean score of time planning

Attributes of time planning	UNIVERSITY	N	Mean	Std. Deviation
TP1-I make a list of the things I have to do each day.	RVU	98	2.40	1.023
	DDU	252	2.56	1.147
TP2-I plan my day before I start it.	RVU	98	2.28	1.082
	DDU	252	2.58	1.219
TP3-I make a schedule of the activities I have to do on work days.	RVU	98	2.32	1.154
	DDU	252	2.51	1.280
TP4-I write a set of goals for myself each day.	RVU	98	2.45	1.037
	DDU	252	2.75	1.192
TP5-I spend time each day planning.	RVU	98	2.32	.937

	DDU	252	2.71	1.181
TP6-I have a clear idea of what I want to accomplish during the next week.	RVU	98	2.50	1.142
	DDU	252	2.86	1.295
TP7-I set goals to achieve what I think is important.	RVU	98	2.51	1.220
	DDU	252	2.77	1.291
TP8-I regularly review my lecture notes, even when a test is not imminent.	RVU	98	2.69	1.116
	DDU	252	2.98	1.211
TP9-When i have several things to do, i think it is best to do a little bit of work on each one.	RVU	98	2.58	1.130
	DDU	252	2.75	1.186
Time Planning (Aggregate)	RVU		2.45	
	DDU		2.72	

Source: (Own survey,2021)

4.2.2 Prioritization

As table 4.3 below shows that the mean of Dire Dawa University were 2.81,2.49,2.77,2.75,2.94,2.82,2.83 and 2.83 respectively for the below eight items, whereas the mean of Rift Valley University were 2.54,2.26,2.57,2.60,2.64,2.55,2.63 and 2.83 respectively. From this we can be aware that the range of percentage of those that supported the items and undecided are relatively lower than those who opposed with the items. It also shows that most of the respondents are very poor at prioritization (doesn't have clue on which activity has to come first and what activity has to proceed next to a specific activity they barely separate urgent from importance).

The highest mean score for DDU (2.94) recorded to assess whether they hesitate to re-evaluate tasks and whether they check accomplishments of their tasks based on the priorities made. Where lowest mean score (2.49) observed under if they prepare a list of tasks to be performed in sequential order item 3, whereas for RVU the highest mean score (2.64) recorded at item 5 where lowest mean score (2.26) observed under item 2. This implies that the mean score of DDU is relatively higher than that of RVU. The aggregate mean of DDU is 2.80 and RVU have 2.58. As

a result, the level of prioritization was to the moderate extent and lower extent for public & private universities respectively.

Table 4.3 Mean score of Prioritization

Attributes of Prioritization	UNIVERSITY	N	Mean	Std. Deviation
PR1-I plan out my daily duties with the right strategy.	RVU	98	2.54	1.177
	DDU	252	2.81	1.275
PR2-I prepare a list of my tasks to be performed in sequential order.	RVU	98	2.26	1.058
	DDU	252	2.49	1.182
PR3-I prioritize the task according to what should be the first to be done.	RVU	98	2.57	1.140
	DDU	252	2.77	1.147
PR4-I set enough time for my daily duties activities.	RVU	98	2.60	1.146
	DDU	252	2.75	1.186
PR5-I don't hesitate to re-evaluate tasks	RVU	98	2.64	1.151
	DDU	252	2.94	1.263
PR6-I separate urgent from important	RVU	98	2.55	1.085
	DDU	252	2.82	1.190
PR7-I estimate the time, effort and resources needed for each task.	RVU	98	2.63	.988
	DDU	252	2.83	1.068
PR8-I check the accomplishments of my tasks based on the priorities made.	RVU	98	2.83	.995
	DDU	252	2.94	1.060
Prioritization (Aggregate)	RVU		2.58	
	DDU		2.80	

4.2.3 Avoiding Procrastination

As table 4.4 below shows that the mean of Dire Dawa University was 2.31,2.55,2.48,2.56,2.37,2.49,2.54 and 2.77 respectively for the below eight items, whereas the mean of Rift Valley University was 2.01,2.29,2.10,2.22,2.22,2.18,2.35 and 2.43 respectively. From this we can conclude that the range of percentage of those that supported the items and undecided are relatively lower than those who opposed with the items. The result indicates that most of the respondents were very poor at avoiding procrastination that affects their time management (they ask extension of assignment submission dates, they cancel out their task without valid reasons and they didn't work best under pressure).

The highest mean score for DDU (2.77) which shows that they play video games in a manner which affects their duty. Where lowest mean score (2.31) and shows that they don't have enough clean and quite places to study area, where as for RVU the highest mean score (2.43) recorded at item 8 where lowest mean score (2.01) observed under item 1. This implies that the mean score of DDU is relatively higher than that of RVU. The aggregate mean of DDU is 2.50 and RVU have 2.22. As a result, the level of avoiding procrastination is to the lower extent for public & private universities respectively.

Table 4.4 Mean score of Avoiding Procrastination

Attributes of Avoiding Procrastination	UNIVERSITY	N	Mean	Std. Deviation
AP1-I have a clean work \ study place it can help reduce anxiety or stress.	RVU	98	2.01	.867
	DDU	252	2.31	1.083
AP2-I work best under pressure.	RVU	98	2.29	.849
	DDU	252	2.55	.995
AP3-I mind to be late as long as I will be there during classes.	RVU	98	2.10	.806
	DDU	252	2.48	1.102
AP4-I didn't cancel my tasks without valid reasons.	RVU	98	2.22	.856
	DDU	252	2.56	1.086

AP5-I didn't ask extension of my assignment submission.	RVU	98	2.22	.697
	DDU	252	2.37	.844
AP6-I always say that there is short time to finish my tasks.	RVU	98	2.18	.866
	DDU	252	2.49	1.088
AP7-I am in hurry to finish my scheduled tasks.	RVU	98	2.35	.734
	DDU	252	2.54	.853
AP8-I love playing computer games in a manner that didn't allow delaying my task.	RVU	98	2.43	.897
	DDU	252	2.77	1.115
Avoiding procrastination (Aggregate)	RVU		2.22	1.220
	DDU		2.50	1.291

Source: (Own survey,2021)

4.2.4 Socialization

As table 4.5 below shows that the mean of Dire Dawa University was 4.27,4.33,4.35,4.37,4.38,4.25 and 4.31 respectively for the below seven items, whereas the mean of Rift Valley University was 3.46,3.78,3.88,3.87,3.80,3.52 and 3.78 respectively. From this comparison we can understand that the range of percentage of those that opposed the item and undecided are lower than those who supported the items. It indicates that most of the respondents sacrifice their time on social activities like chatting with friends do browsing on social media, meeting friends, engage on social and religious activities shopping and watching movies.

The highest mean score for DDU (4.38) recorded at item 5 where lowest mean score (4.27) observed under item 1, whereas for RVU the highest mean score (3.88) recorded at item 3 where lowest mean score (3.46) observed under item 1. The aggregate mean of DDU is 4.32 and RVU have 3.72. The study revealed that the level of socialization of DDU is greater than RVU students. As a result, the level of socialization of both DDU and RVU students is to the higher extent.

Table 4.5 Mean score of Socialization

Attributes of Socialization	UNIVERSITY	N	Mean	Std. Deviation
S1-I spend more time texting and chatting with friends.	RVU	98	3.46	.839
	DDU	252	4.27	.543
S2-I do browsing and chatting in Facebook, twitter, telegram, tiktok etc.	RVU	98	3.78	.780
	DDU	252	4.33	.590
S3-I spend more time in networking and meeting new friends.	RVU	98	3.88	.816
	DDU	252	4.35	.547
S4-I get involved in physical activities in gym and other exercises	RVU	98	3.87	.833
	DDU	252	4.37	.554
S5-I regularly get involved with religious activities.	RVU	98	3.80	.773
	DDU	252	4.38	.563
S6-I am spending more time on shopping malls and hypermarkets.	RVU	98	3.52	1.057
	DDU	252	4.25	.673
S7-I spent time watching movies.	RVU	98	3.78	.780
	DDU	252	4.31	.593
Socialization (Aggregate)	RVU		3.72	
	DDU		4.32	

Source: (Own survey,2021)

4.2.5 Time Attitude

As table 4.6 below shows that the mean of Dire Dawa University was 2.39,2.58,2.56,2.48,2.46 and 2.81 respectively for the below seven items, whereas the mean of Rift Valley University

were 2.26,2.29,2.28,2.11,2.22 and 2.55 respectively. From this comparison we can understand that the range of percentage of those that opposed the item and undecided are relatively higher than those who concurred with the items. It indicates that most of the respondents spent much of their time on unprofitable routines, they weren't good at using their time efficiently, they often find themselves doing things which interfere with schoolwork and they weren't smart enough in using their time constructively.

The highest mean score for DDU (2.81) recorded at item 6 where lowest mean score (2.39) observed under item 1, whereas for RVU the highest mean score (2.55) recorded at item 8 where lowest mean score (2.11) observed under item 4. This implies that the mean score of DDU is relatively higher than that of RVU. The aggregate mean of DDU is 2.75 and RVU have 2.45. The study revealed that the level of time planning is to the moderate extent and lower extent for public & private universities respectively.

Table 4.6 Mean score of Time attitude

Attributes of Time attitude	UNIVERSITY	N	Mean	Std. Deviation
TA1-I believe that there is no room for improvement in the way I manage my time.	RVU	98	2.26	1.152
	DDU	252	2.39	1.164
TA2-I often find myself doing things which interfere with my schoolwork simply because I hate to say "No".	RVU	98	2.29	.984
	DDU	252	2.58	1.121
TA3-I make constructive use of my time.	RVU	98	2.28	.982
	DDU	252	2.56	1.147
TA4-I find myself waiting a lot without anything to do	RVU	98	2.11	1.111
	DDU	252	2.48	1.310
TA5-I am able to make minor decisions quickly.	RVU	98	2.22	1.000

	DDU	252	2.46	1.120
TA6-I continue to carry out unprofitable routines or activities.	RVU	98	2.55	1.066
	DDU	252	2.81	1.156
Time Attitude(Aggregate)	RVU		2.30	
	DDU		2.54	

Source: (Own survey,2021)

4.3 Time Management among private and public universities

Table 4.7 shows the independent t-test of time management among DDU and RVU. An independent t-test was run on a sample of 350 observation or participants to determine if there were differences in time management among public and private universities. From this DDU had 252 participants and RVU accounts for 98 participants. The result showed that the mean score of DDU given to time planning were higher (2.71) than RVU (2.44). And this result shows the participants of public university given to time planning was statistically higher than private university because the p-value (0.000) which is less than 0.05 this result implies that there was significant difference among public and private universities on their time planning.

The second time management item was prioritization, the result indicated that the participants of public university given to prioritization were higher(2.79) than private university (2.57).but this result does not mean that there was a statistically higher prioritization score than private university because as we can see from the table above the p-value was 0.936 which was greater than 0.05.this implied that there were insignificant mean difference among public and private university on prioritization.

The third time management dimension was avoiding procrastination, the result showed that the participants of private university given to avoiding procrastination were lower (2.22) than public university (2.50).But this result does not mean that the participants of private university given to avoiding procrastination were statistically higher than public university because the p-value

0.786 which was greater than 0.05. so this result implied that there was insignificant difference between public and private university due to avoiding procrastination.

The fourth time management dimension was socialization, the result indicated that the participants of public university given to socialization were higher (4.32) than private university (3.72). The p-value shows that a score of (0.00) so this result indicates that the participants of public university given to socialization were statistically higher than private university because the p-value was less than 0.05. Therefore, this result implied that there was significant difference between public and private universities regarding to their socialization.

The fifth time management attribute was time attitude, the result showed that the participants of public university given to time attitude were higher (2.5) than private university (2.3). The p-value shows that a score of (0.584) so this result indicates that the participants of public university given to time attitude were not statistically higher than private university because the p-value was greater than 0.05. Therefore, this result implied that there was no significant difference between public and private universities on their time attitude.

The independent t-test result indicated that there was a statistically significant difference among public and private universities on their time planning and socialization. But there was insignificant difference among public and private universities due to prioritization, avoiding procrastination and time attitude.

Table 4.7 Time management among DDU and RVU

<i>Group Statistics</i>						
	UNIVERSITY	N	Mean	Std. Deviation	Std. Error Mean	Sig
Time Planning	RVU	98	2.4490		.03090	0.000
	DDU	252	2.7191	.57964	.05855	
Prioritization	RVU	98	2.5778	.49980	.05049	0.963
	DDU	252	2.7937	.48823	.03076	
Avoiding	RVU	98	2.2258	.39474	.03987	0.786

Procrastination	DDU	252	2.5084	.65566	.02628	
Socialization	RVU	98	2.2974	.61937	.06257	0.000
	DDU	252	2.2602	.60063	.03784	
Time attitude	RVU	98	2.3003	.58937	.01866	0.584
	DDU	252	2.5414	.72920	.03090	

Source: (Own survey,2021)

4.4Correlation Analysis

Table 4.7 shows the inter correlation among the variable or it represents the correlation matrix between the independent variable (time planning, prioritization, avoiding procrastination, socialization and time attitude) and dependent variable (academic achievement) .

As we see from the table below the first item is time planning, time planning has a significant and positive correlation with the dependent variable (academic achievement) and all the independent variable except for socialization. From the table below we can see that time planning has a strong correlation with academic achievement (dependent variable) with a correlation result of 0.81, from the independent variable time planning has a strong and positive correlation with time attitude with a correlation coefficient of (0.70) followed by prioritization (0.69), while there is a positive and moderate correlation with avoiding procrastination (0.58). It also indicates that there is a moderate negative relationship with socialization (-0.62). The result shows that time planning has a positive and significant correlation with academic achievement; this implied that as time planning increase, the score of academic achievement also increase.

The second time management item is prioritization; prioritization has a significant and positive correlation with the dependent variable (academic achievement) and all the independent variable except for socialization. The result indicated that prioritization has a positive and strong relationship with the dependent variable academic achievement (0.76), from the independent variable prioritization has a positive and strong correlation with time attitude and time planning with score of almost (0.70), while it has a positive and moderate correlation with avoiding procrastination (0.54), It also indicates that there is a moderate negative relationship with

socialization (-0.64). This result implied that when level of prioritization of students increase we would expect the student's performance also increase.

The third time management dimension is avoiding procrastination; it has a significant positive and a strong correlation with the dependent variable (academic achievement) with a correlation coefficient of (0.71). And also the table shows that avoiding procrastination has a moderate positive relationship with time planning (0.58), prioritization (0.54) and time attitude (0.58). And there is moderate negative relationship with socialization (-0.58). This result indicates that as avoiding procrastination score increase the score of academic achievement also increase.

The fourth time management item is socialization; socialization has a significant strong negative relationship with the dependent variable (academic achievement) and all the independent variable. The above table shows it has a moderate negative correlation with time planning (-0.62), prioritization (-0.64), avoiding procrastination (-0.58) and time attitude (-0.65). This result showed that as socialization of students increases the score of academic achievement decreases.

The fifth item of time management item is time attitude, time attitude has a significant and positive correlation with academic achievement and all the independent variable. The result indicated that time attitude has a strong positive relationship with academic achievement (0.77) and it has a strong correlation with time planning (0.70) and prioritization (0.68), while it has a moderate and positive correlation with avoiding procrastination (0.58), and moderate negative relationship with socialization (0.65). This result indicated that as time attitude of student's increase, we would expect that an increase on the value of academic achievement. Generally, as we see from the correlation matrix four of the five independent variables (time planning, prioritization, avoiding procrastination and time attitude) have positive relationship with academic achievement whereas socialization has negative relationship with academic performance of students. The result clearly indicates that proper time management positively correlates to better academic performance which is similar result with (Sevari & Kandy, 2011; Adebayo, 2015; Kearns and Gardiner; 2007; Kaushar, 2013; Tesfaye, 2017).

Table 4.8 correlation analysis

Attributes	Time Plannin	Prioritizatio n	Avoiding Procrastinatio	Socializatio n	Time Attitud	Academic Achieveme
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	g		n		e	nt
Time Planning	1					
Prioritization	.694**	1				
Avoiding Procrastination	.588**	.548**	1			
Socialization	-.620**	-.641**	-.582**	1		
Time Attitude	.703**	.689**	.581**	-.652**	1	
Academic Achievement	.817**	.767**	.718**	-.759**	.775**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Source: (Own survey,2021)

4.5 Regression Analysis

As we see from the below table the r squared of this data is 0.584, this means 58.40% of the variance of academic achievement is accounted for by the model or 58.4% of the model is explained by the independent variable included in the model. From this we can say that only 41.6% of the variance is caused by factors other than the predictors included in the model. As we see the adjusted r –squared of this data indicates that 57.8 percent of the variance of the outcome variable is explained by the predictors, which are kept in the model. This result indicated that the difference between r-squared and adjusted r-squared is less than 1 percent (0.6%), which means there is no discrepancy between the values of r-squared and adjusted r-squared. This means that 58.4% of total variation in academic achievement is explained by independent variables (time planning, prioritization, avoiding procrastination, socialization and time attitude).

As the below table shows f-value of the model was 0.000 which means that the overall model is highly adequate at 5% level of significance, that is academic achievement linearly related with at least one of the independent variables (time planning, prioritization, avoiding procrastination,

socialization and time attitude). This means based on time planning, prioritization, avoiding procrastination, socialization and time attitude of the respondents we can make an inference about academic achievement of our sample respondents at 95% level of significance.

Table 4.9 Model summary

<i>Model Summary</i>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Prob>F
1	.764 ^a	.584	.578	.43698	.584	96.541	5	344	.000
a. Predictors: (Constant), Time Attitude, Socialization, Avoiding Procrastination, Prioritization, Time Planning									
b. Dependent Variable: Academic Achievement									

Source: (Own survey,2021)

As we see from the below regression result the first time management dimension is time planning, the beta value of time planning is 0.306, this result shows that we would expect an increase of 0.306 on academic achievement for every one-unit increase in time planning assuming that all other variable in the model are held constant. Which is consistent result with (S N A M Razali et al 2018).

The second time management dimension is employee prioritization, as we see from the table below the beta value of prioritization was 0.237, this result indicated that we would expect an increase of 0.237 on academic achievement for every one-unit increase on prioritization, assuming that all other variable in the model are held constant. This result is consistent with various studies that says prioritization positively affects students' academic performance (Sevari & Kandy, 2011; Adebayo, 2015; Kearns and Gardiner; 2007; Kaushar, 2013).

The third item of time management dimension is avoiding procrastination, the beta value of avoiding procrastination was 0.334, this shows that we would expect an increase of 0.334 on academic achievement for every one-unit increase in avoiding procrastination assuming that all other variable in the model are held constant. Which is consistent with finding of (Adebayo, 2015) and contradicts with result of (Sayari, 2017).

The fourth item of time management item is socialization, the beta coefficient of socialization is -0.024, this result indicated that we would expect a decrease of -0.024 on academic achievement s for every one-unit increase in socialization, assuming that all other variable in the model are held constant. This is consistent with finding of (Adebayo, 2015) but, contradicts with result of (Sayari, 2017) because when we see it in Ethiopian context most of the students kill their time in socialization activities.

The fifth item of time management is time attitude, time attitude has a beta value of 0.237, this result shows that we would expect an increase of 0.237 on academic achievement score for every one-unit increase in time attitude assuming that all other variable in the model are held constant. Which is consistent result with (S N A M Razali et al 2018,Britton & Tesser, 1991).

The regression result clearly indicates that there is a significance association between time management and academic achievement (CGPA), means that the better students time management behavior, the higher the students CGPA. The result has good consistency with results of (Britton & Tesser, 1991; Misra & Mckean, 2000; Talib, 2012 and Tesfaye,2019).

Generally, the regression equation will be

$$AA = 0.339 + 0.306TP + 0.237P + 0.334AP - 0.024S + 0.237TA + \epsilon$$

Where,

- ✓ AA is the dependent variable (Time attitude).
- ✓ TP, P, AP, S and TA are independent variables which denoted time planning, prioritization , avoiding procrastination , socialization and time attitude
- ✓ ϵ - is error term.

Table 4.10 Regression coefficients

Model	Unstandardized	Standardized	T	Sig.
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		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	.339	.257		1.320	.188
	Time Planning	.306	.061	.276	4.990	.000
	Prioritization	.237	.054	.232	4.382	.000
	Avoiding Procrastination	.334	.062	.244	5.353	.000
	Socialization	-.024	.053	-.016	-.461	.040
	Time Attitude	.237	.089	.145	2.652	.008

Source: (Own survey,2021)

4.6 Hypothesis testing

The researcher proposed five hypotheses that correlate with research objectives including:

Ho; Time planning doesn't have a significant effect on academic achievement.
Ho; Prioritization doesn't have a significant effect on academic achievement
Ho; Avoiding procrastination doesn't have a significant effect on academic achievement
Ho; Socialization doesn't have a significant effect on academic achievement
Ho; Time attitude doesn't have a significant effect on academic achievement

As we see from the regression result the p-value indicates that whether the time management dimensions (time planning, prioritization, avoiding procrastination, socialization and time attitude) included in the model has significant effect on academic achievement.

We can see from the above table the first time management item time planning, the p-value of time planning is 0.000, which is less than 0.05, this result implied that time planning has a significant effect on academic achievement.

The second time management dimension is prioritization as we see from the table above the p-value of prioritization is 0.000, this indicates that prioritization has highly significant effect on academic achievement. Because the p-value of 0.000 is less than 0.05. Which is consistent with findings of (Adebayo, 2015, Sayari, 2017)

The third time management dimension is avoiding procrastination, the p-value of avoiding procrastination is 0.000, this indicates that it has a significant effect on academic achievement because the p-value of is less than 0.05. Which is consistent with finding of (Adebayo, 2015) and contradicts with result of (Sayari,2017).

The fourth time management item is socialization, as we see from the regression table the p-value of socialization is 0.04, this result indicates that it has a significant effect on academic achievement because the p-value is less than 0.05. This implied that the socialization of students has a significant effect on their academic achievement. Which is consistent with finding of (Adebayo, 2015) and contradicts with result of (Sayari,2017).

The last time management item is time attitude, it has a p-value of 0.008, and this result indicates that time attitude has a significant effect on academic achievement because the p-value of time attitude is less than the value of 0.05.

Hypothesis	Decision
Ho; Time planning doesn't have a significant effect on academic achievement.	Rejected
Ho; Prioritization doesn't have a significant effect on academic achievement	Rejected
Ho; Avoiding procrastination doesn't have a significant effect on academic achievement	Rejected
Ho; Socialization doesn't have a significant effect on academic achievement	Rejected
Ho; Time attitude doesn't have a significant effect on academic achievement	Rejected

Generally, all of the independent variables have a highly significant effect on academic achievement as we can see from the table above the p-value of these variables indicates that it is below 0.05 with 95% significance level so all have highly significant effect on the dependent variable.

4.7 Post Estimation Test

4.7.1 Multicollinearity

Multicollinearity is one of the important problems in multiple regression analysis. It is usually regarded as a problem arising out of the violation of the assumption that explanatory variables are linearly independent. However, just satisfaction of this assumption does not preclude the possibility of an approximate linear dependence among the explanatory variables and hence the problem of multicollinearity. Though no precise definition of multicollinearity has been firmly established in the literature.

According to (Belsely, 1984), multicollinearity is generally agreed to be present if there is an approximate linear relationship (i.e. shared variance) among some of the predictor variables in the data. In theory, there are two extremes: Perfect multicollinearity and No multicollinearity. In practice, data typically are somewhere between those extremes. Thus, multicollinearity is a matter of degree. Though some multicollinearity is almost present, the real issue is to determine the point at which the degree of multicollinearity becomes “harmful”. The econometric literature typically takes the theoretical position that predictor variable construct is not collinear in the population.

In many marketing research situations, however it is unrealistic to assume that predictor variables will always be strictly orthogonal at the population level (especially when one is working with behavioral constructs). Regardless of whether multicollinearity in data is assumed to be a sampling artifact or true reflection of population relationships, it must be considered when data are analyzed with regression analysis because it has several potential undesirable consequences parameters estimates that fluctuate dramatically with negligible changes in the sample, parameter estimates with signs that are wrong in terms of theoretical considerations, theoretically important variables with insignificant coefficients, and the inability to determine the relative important of multicollinearity variables. The regression coefficients though determinate, possess large standard errors which implies that the coefficients cannot be estimated with great accuracy (Gujarati & Porter, 2009). Hawking (1983), Bowerman & O’Connell (2006) states that the term multicollinearity refers to a situation in which there is an exact (or nearly exact) linear relation among two or more of the explanatory variables.

In multiple regression, the variance inflation factor (VIF) is used as an indicator of multicollinearity. Various recommendations for acceptable levels of VIF have been published in the literature. Perhaps most commonly, a value of 10 has been recommended as the maximum level of VIF (Hair et al., 1995). And some researchers argue that maximum VIF value of 5 (Ringle et al., 2015).

Accordingly, as the below table 4.15 indicates that the mean VIF for all variables (time planning, prioritization, avoiding procrastination, socialization and time attitude) were below 5 and the average VIF of the model was 2.04 this shows that the model doesn't have a multicollinearity problem.

Table 4.11 Multicollinearity test

Variable	VIF	1/VIF
Time planning	2.523	.396
Prioritization	2.327	.430
Avoiding procrastination	1.711	.585
Socialization	1.011	.989
Time attitude	2.464	.406
Mean VIF	2.045	

Source: (Own survey,2021)

4.7.2 Heteroscedasticity

Heteroscedasticity is usually defined as some variation of the phrase “non-constant error variance”, or the idea that, once the predictors have been included in the regression model, the remaining residual variability changes as a function of something that is not in the model (Cohen, West, Aiken, 2007).

Breusch-Pagan / Cook-Weisberg Test for heteroscedasticity. The Breusch-Pagan test is designed to detect any linear form of heteroscedasticity. It tests the null hypothesis that the error variances are all equal versus the alternative that the error variances are a multiplicative function of one or more variables. The Breusch-Pagan test tests for conditional heteroscedasticity. If the Chi Squared value is significant with p-value below an appropriate threshold (e.g. $p < 0.05$) then the null hypothesis of homoscedasticity is rejected and *heteroscedasticity* assumed (Gujarati, 2009).

- **HO: Homoscedasticity**

As the following table the p-value of Breusch-Pagan / Cook-Weisberg Test for heteroscedasticity indicates that it is above 0.05 so, we accept the null hypothesis and there is no heteroscedasticity problem.

Table 4.12 Hetttest of Heteroscedasticity

```
. hetttest

Breusch-Pagan / Cook-Weisberg test for heteroskedasticity
Ho: Constant variance
Variables: fitted values of CGPA

chi2(1)      =      0.99
Prob > chi2   =      0.3185
```

Source: (Own survey,2021)

4.7.3 Model specification

In the context of a statistical model, specification error means that at least one of the key features or assumptions of the model is incorrect. In consequence, estimation of the model may yield results that are incorrect or misleading. Specification error can occur with any sort of statistical model, although some models and estimation methods are much less affected by it than others.

Estimation methods that are unaffected by certain types of specification error are often said to be robust (Gujarati, 2009).

The linktest is based on the idea that if a regression is properly specified. So we expect the p-value for predicted variable in the model ($_hat$) should be significant (in this case p-value = .005) but the predictors ($_hatsq$) value should be insignificant (in this case p-value = .547) if the model is specified correctly. Accordingly, the table below indicates that there is no model specification problem so, we accept the null hypothesis.

- **HO: no model specification problem**

Table 4.13 Linktest of model specification

. linktest

Source	SS	df	MS	Number of obs	=	350
Model	63.4026175	2	31.7013087	F(2, 347)	=	551.51
Residual	19.945954	347	.057481135	Prob > F	=	0.0000
				R-squared	=	0.7607
				Adj R-squared	=	0.7593
Total	83.3485714	349	.238821122	Root MSE	=	.23975

G2	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
$_hat$	.7193548	.4668821	1.54	0.124	-.1989202	1.63763
$_hatsq$	.03614	.0599974	0.60	0.547	-.0818644	.1541444
$_cons$	.5363555	.8990947	0.60	0.551	-1.232006	2.304717

Source: (Own survey,2021)

4.7.4 Normality

Skewness is a measure of asymmetry of a probability distribution of a random variable about its mean. Kurtosis represents the height and sharpness of the central peak relative to that of a standardized bell curve. So the figure below shows the result obtained from after performing the skewness and kurtosis for normality.

- **HO: the data is normally distributed**

Table 4.14 Skewness/Kurtosis tests for Normality

Variable	Obs	Pr (Skewness)	Pr (Kurtosis)	Adj-chi2(2)	Prob>chi2
R	350	0.382	0.310	1.80	0.4067

Source: (Own survey,2021)

The criteria is to reject the null hypothesis if the joint chi p-value is less than 0.05 and accept the null hypothesis if the p-value is greater than 0.05 and also see separately the p-value value of skewness and kurtosis. As we see the probability of skewness it shows 0.382.the skewness result implied that in the data follows normal distribution, because the p-value is greater than 0.05.Similarly the ,pr (kurtosis) result indicated that kurtosis also asymptotically distributed as the p-value were 0.310 which is greater than 0.05.Finally the joint chi p-value is 0.406 which is greater than 0.05, consequently the null hypothesis cannot be rejected ,therefore according to the sktest for normality the residual show normal distribution.

4.8 Demographic Factors and Time management of students

The table below shows the difference among DDU and RVU due to demographic factors (gender, age, year of study CGPA and college) in the organization with time management, to do this the researcher used one-way ANOVA.

As we see from the below table the first demographic factor was gender of the respondent, the ANOVA result shows that gender of the respondent was not significant, because the significance value of gender was (0.214) which is greater than 0.05.the result indicated that time management

score were no significantly different between students due to their gender. This is consistent result with finding of (Razali, et al, 2017).

The second demographic factor in the below ANOVA result was age of the respondent, as we see from the below ANOVA table the finding revealed that age of the respondent has no significant mean difference between groups because the p-value of age were 0.015 which is less than the chosen value of 0.05. The result implies that time management score was significantly different between students due to their age.

The third demographic factor was year of study of the respondent, as we see from the table below the finding revealed that time management of the respondent has significant mean difference between groups because the p-value were 0.004 which is less than the chosen value of 0.05. The result indicated that time management score were significantly different between students due to their year of study. This is consistent result with findings of (Saradindu 2021, S N A M Razali et al 2018, and Kaushar, Mehnaz ,2013).

The fourth demographic factor in the above ANOVA result was CGPA of the respondent, as we see from the above ANOVA result, the significance value of CGPA were (0.000) which is less than 0.05. This result implies that the result indicated that time management score were significantly different between students due to their CGPA.

As we see from the above table the last factor was college of the respondent, the result shows that, significance value of college was 0.000 which is less than 0.05. This result implied that the time management score were significantly different between students due to their college.

Table 4.15 Demographic Factors and Time management of students

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
GENDER	Between Groups	66.080	270	.245	1.164	.214
	Within Groups	16.617	80	.210		
	Total	82.697	350			

AGE	Between Groups	118.547	270	.439	.891	.015
	Within Groups	38.950	80	.493		
	Total	157.497	350			
Year of study	Between Groups	512.888	270	1.900	1.503	.004
	Within Groups	99.867	80	1.264		
	Total	612.754	350			
CGPA	Between Groups	68.627	270	.254	1.700	.003
	Within Groups	11.810	80	.149		
	Total	80.437	350			
College	Between Groups	748.610	270	2.773	.874	.000
	Within Groups	250.750	80	3.174		
	Total	999.360	350			

Source: (Own survey,2021)

4.8.1 Post-Hoc test of demographic variables

The below table entitled the pair wise comparison of means with equal variance in DDU & RVU to identify which particular difference between pair of mean age are significant group difference from each other, looking at the p-value, we can see that there was a statistically significant difference between age groups. A turkey post-hoc test revealed that time management was statistically higher in the age group of 28 and above compared to age groups of between 18-22 and between 23-27 with a p-value of 0.011 & 0.026 respectively. However, there is not statistically significant difference between the rest groups (23-27 & 28 and above). The post hoc test signifies that the age group of 28 and above has a better time management which implies that as students age increase their time management also increases.

Table 4.16 Post-hoc test between age groups

(I) AGE	(J) AGE	Mean Difference (I-J)	Std. Error	Sig.
18-22	23-27	-.01147	.04404	.963
	28 and above	-.20255*	.07000	.011
23-27	18-22	.01147	.04404	.963
	28 and above	-.19109*	.07359	.026
28 and above	18-22	.20255*	.07000	.011
	23-27	.19109*	.07359	.026

Source: (Own survey,2021)

The below table 4.17 shows that mean comparison of DDU& RVU based on the student's year of study to identify which particular difference between pair of mean are significant group difference from each other, looking at the p-value, we can see that there was a statistically significant difference between the groups. A turkey post-hoc test revealed that time management was statistically higher for fourth year students to the others. However, there is not statistically significant difference between the rest groups. The post hoc test signifies that the fourth year students had a better time management the post hoc test signifies that the significant mean difference occurred between the fourth year and second year students.

Table 4.17 Post-hoc test between years of study

(I) Year of study	(J) Year of study	Mean Difference (I-J)	Std. Error	Sig.
First year	Second year	-.04504	.05187	.821
	Third year	-.00716	.05414	.999
	Fourth year	-.17811*	.05997	.017
Second year	First year	.04504	.05187	.821
	Third year	.03788	.05805	.915
	Fourth year	-.22315*	.06352	.003
Third year	First year	.00716	.05414	.999
	Second year	-.03788	.05805	.915
	Fourth year	-.18527*	.06538	.025
Fourth year	First year	.17811*	.05997	.017
	Second year	.22315*	.06352	.003
	Third year	.18527*	.06538	.025

Source: (Own survey,2021)

The below table 4.18 shows that mean comparison of DDU& RVU based on the college of students to identify which particular difference between pair of mean are significant group difference from each other, looking at the p-value, we can see that there was a statistically significant difference between the groups. A turkey post-hoc test revealed that time management was statistically higher for IOT students than students in other streams. And time management score for SOM was higher and significantly different from that of CBE & SSH, where as it was lower than score mean of IOT students. However, there is not statistically significant difference between the rest groups. The post hoc test signifies that the IOT students possess higher time management score than the rest colleges.

Table 4.18 Post-hoc test between college

(I) College	(J) College	Mean Difference (I-J)	Std. Error	Sig.
Institute of technology	Business and economics	.26489*	.05846	.000
	Natural an computational	.39470*	.08244	.000
	Social science and Humanities	.30178*	.05805	.000
	School of law	.47240*	.08856	.000
	School of medicine	.51413*	.07390	.000
Business and economics	Institute of technology	-.26489*	.05846	.000
	Natural an computational	.12981	.07645	.534
	Social science and Humanities	.03689	.04918	.975
	School of law	.20751	.08302	.127
	School of medicine	-.24924*	.06715	.003
Natural an computational	Institute of technology	-.39470*	.08244	.000
	Business and economics	-.12981	.07645	.534
	Social science and Humanities	-.09292	.07614	.827
	School of law	.07770	.10134	.973
	School of medicine	-.11942	.08881	.760
Social science and Humanities	Institute of technology	-.30178*	.05805	.000
	Business and economics	-.03689	.04918	.975
	Natural an computational	.09292	.07614	.827

	School of law	.17062	.08273	.310
	School of medicine	-.21234*	.06680	.020
School of law	Institute of technology	-.47240*	.08856	.000
	Business and economics	-.20751	.08302	.127
	Natural an computational	-.07770	.10134	.973
	Social science and Humanities	-.17062	.08273	.310
	School of medicine	.04173	.09453	.998
School of medicine	Institute of technology	-.51413*	.07390	.000
	Business and economics	.24924*	.06715	.003
	Natural an computational	.11942	.08881	.760
	Social science and Humanities	.21234*	.06680	.020
	School of law	-.04173	.09453	.998

Chapter Five

Summary of findings, Conclusion and recommendation

This section includes discussion, conclusion and recommendation. It describes the major findings of the study.

5.1 Summary of findings

The study was carried out to identify the effects of time management academic achievement. Accordingly, the major findings were derived from data discussion, analysis and interpretations as follows.

- From the total respondents 72% were from public university, while 28% were from private university.
- A majority number of 61.7% of the respondents were male and the rest 38.3 were accounted by female employees.

- Majority 56.8% of the respondents were between the age of 18 and 22, 33.1% of the respondents were between the age of 23-27 and the rest were in the age of greater than 27.
- 47.7% of the respondents were first year students, while 22.5% were second year students, 20.8% were found as third year and the rest 9% were fourth year students.
- Majority number 25.1% of respondent was from college of natural and computational science followed by institute of technology which accounts 23.1% of respondents, 22.6% of the respondents were from social science and humanities, 20.1% of respondents were from college of business and economics followed by school of medicine (6%) and school of law (3.1%).
- About the extent of time management dimensions of students, the mean value of time planning for DDU students shows that a score of 2.72 and for RVU students 2.58 which indicates that the extent of time planning of students is to the moderate and lower extent for DDU & RVU respectively. The mean score of prioritization is 2.80 for DDU and 2.58 for RVU which implies that the extent of prioritization of students was to the moderate and lower extent for DDU & RVU respectively. The mean of third dimension (avoiding procrastination) implies that the extent of the students towards it was to the lower extent with a score of 2.22 & 2.50 for DDU & DDU respectively. The mean score of socialization is 3.72 for RVU and 4.32 for DDU this clearly shows that the extent of socialization of students were to a higher extent in both universities. The mean of the last dimension (Time attitude) indicates that both DDU & RVU towards time attitude were to the lower extent with a mean of 2.54 & 2.30 respectively.
- As we see from the independent t-test the finding of the study indicated that prioritization, avoiding procrastination & time attitude has no significant difference among public and private universities with a p-value result of (0.963), (0.786) and (0.584) respectively. While there is statistically significant difference among public and private universities on time planning and socialization with a p-value result of 0.000 for both DDU & RVU respectively.

- The one-way ANOVA result indicated that there was no significance difference of time management between students due to their gender with a p-value of (0.214) which is less than 0.05. Whereas students time management were different due to their year of study, age, college and CGPA with p-value of (0.04, 0.015, 0.000 & 0.003) respectively.
- Inter correlation coefficient was computed for the purpose of examining the relationship between time management dimensions and academic achievement, accordingly the correlation shows that time planning($r=0.817$), prioritization($r=0.767$), avoiding procrastination ($r=0.718$), socialization ($r=-0.759$), reward and time attitude($r=0.775$) this shows that independent variables (time planning, prioritization, avoiding procrastination and time attitude) have positive relationship with academic achievement whereas socialization has negative relationship with academic performance of students.
- The coefficient of determination (R^2) result indicated that the r-squared of the model were 58.4% and the adjusted r-squared were 57.8%, This means that 58.4% of total variation in academic achievement is explained by independent variables (time planning, prioritization, avoiding procrastination, socialization and time attitude).
- The beta value of time management dimensions (time planning 0.306, prioritization 0.237, avoiding procrastination 0.334, socialization -0.024 and time attitude 0.334). This indicates that time management dimensions have a positive effect on academic achievement except for socialization.
- A turkey post-hoc test revealed that time management was statistically higher in the age group of 28 and above compared to age groups of between 18-22 and between 23-27 and the time management score of fourth year students were higher than the rest batches. The result also indicated that IOT possesses a higher and significant time management score than the rest colleges.

5.2 Conclusion

The main objective of the study was to examine the effect of time management on academic achievement among public and private university. the study targeted a total of 386 respondents,

however only 350 respondent responded and returned their questionnaire contributing 90.6% response rate, the data was collected using structured questionnaire, the data was analyzed in to a mean score, correlation and linear regression using SPSS software; Based on the major findings the researcher concludes that.

- The first research objective was to assess the extent of time management practice on public and private university; the level of time planning of students indicates that it is to the moderate and lower extent for DDU and RVU, the level of student's prioritization was also to the moderate and lower extent for DDU & RVU respectively. Whereas the level of avoiding procrastination and time attitude of students was to the lower extent. The result also implies that student's socialization was to a higher extent.
- The second research objective of the study was to assess difference in time management practice among DDU and RVU. The finding of the study revealed that prioritization, avoiding procrastination & time attitude has no significant difference among public and private universities. While there was statistically significant difference among public and private universities on time planning and socialization.
- The third specific objective was to examine a difference in time management practice among students due to their age, gender, academic performance, year of study, and college. The finding shows that there was no significance difference of time management between students due to their gender, whereas students time management were different due to their year of study, age, college and CGPA.
- The fourth to objective was to investigate the relationship among time management dimension and academic performance. Accordingly, the finding indicates that there is positive and significance relationship between time planning, prioritization, avoiding procrastination and time attitude and academic achievement except for socialization which have a strong negative relationship with the dependent variable (Academic achievement).

- The fifth specific objective of the study was to examine how time management dimensions' influence students' academic achievement. The finding of the study indicated that time planning, prioritization, avoiding procrastination and time attitude has a significant and positive effect on academic achievement. While there was a negative and significant influence of socialization on academic achievement.
- The study also concludes that time management was statistically higher in the age group of 28 and above compared to age groups of between 18-22 and between 23-27 which indicates that the higher their age the higher their time management score will be. And the finding also shows fourth year were in a higher position of time management score than the others batches. The result also indicated that IOT possesses a higher and significant time management score than the rest colleges.

5.3 Recommendation

For the students:

- The key to improving students' skills in this area is increasing awareness of their attitudes, thinking and behaviors regarding how they manage their time and workload. Do they manage it, or it manages them? Once they are aware of what don't work, they can take responsibility and make choices that will support their efficiency and effectiveness. So students need to give attention for taking training and read articles online on how to manage their time in an effective way.
- Students have to know how they spend their time, set priorities, use planning tool, have to be organized, have to schedule their time properly, have to stop procrastinating, have to manage external time wasters, avoid multi-tasking, utilize their time effectively by limiting their socialization to the level it cannot affect their academic achievement (they

couldn't avoid socialization but they can reduce it by giving less time for such social activities knowing that everything has a right time).

- Students should prepare to do lists, set goals and should regularly view their notes and helping material so that they become good performers.
- They have to be conscious of time in performing their academic activities so that the level of their academic performance can be high.

For the universities:

- They should provide time management training for DDU and RVU students. It may help them free themselves from negative consequences of academic achievement which is brought about by poor time management.
- The universities have to establish centers which can enable their students to lay their career path starting from their entrance to the University i.e. the center has to undertake planning trainings and shaping students' attitude to efficiently utilize their time to boost their academic performance.
- In addition, teachers are also encouraged to clarify and explain the importance of time management to in class especially on how they could manage their time and avoid any event that can cause a delay and minimize their academic achievement.

For future researchers:

- First of all, there are different relevant variables that affect CGPA of students apart from time management like learning skill, teacher's quality approach towards communication, learning facilities, proper guidance and family stress. Therefore, future researcher should address these factors when doing a research.
- Besides that, the respondents of this study were students from two universities, this restricts the extent to which these findings might be applied to students from all higher educational institutions (universities, colleges, TVETs Ethiopia).
- In addition, the researcher only sees time management of DDU & RVU which are private and public universities so it is advisable for future researcher to conduct a

research on a same topic by comparing public university with public university or private with private).

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Appendix I

Dire Dawa University
School of post graduate
MBA program

Questioner to be filled by Dire Dawa university students.
Dear Respondent!

With this questionnaire, the researcher intends to examine that ***THE EFFECT OF TIME MANAGEMENT ON ACADAMIC ACHIEVEMENT; IN CASE OF DIRE DAWA***

UNIVERSITY for the partial fulfillment of Masters Degree in Business Administration and it is for academic purpose. Therefore, you are kindly requested to answer the questions honestly the researcher assures you that all written responses are confidential and will be kept completely in secrete. Thanking in advance for your devoted time and effort to fill the questionnaire.

PART ONE: – *RESPONDENTS PROFILE*

Please indicate your response by ticking (✓) on the space provided in front of the options.

1. Gender: Male () Female ()
2. Age:
18-22 () 23-27 () 28and above ()
3. Year of study :
First year () Second year () Third year () Fourth year ()
4. College :
Institute of technology () Business and economics () Natural an computational ()
Social science and Humanities () School of law () School of medicine ()
5. Program of study: Regular () Extension ()
6. CGPA: _____
7. ID NO: _____

PART TWO: - *TIME MANAGEMENT FACTORS*

Please indicate the level of importance. (For each question, please by circling the number that reflects your perception and opinion).

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Time management dimensions		Strongly disagree	Disagree	Neutral	agree	Strongly agree
1. Time planning						
1	I make a list of the things I have to do each day.	1	2	3	4	5
2	I plan my day before I start it.	1	2	3	4	5
3	I make a schedule of the activities I have to do on work days.	1	2	3	4	5
4	I write a set of goals for myself each day.	1	2	3	4	5
5	I spend time each day planning.	1	2	3	4	5
6	I have a clear idea of what I want to accomplish during the next week.	1	2	3	4	5
7	I set goals to achieve what I think is important.	1	2	3	4	5
8	I regularly review my lecture notes, even when a test is not imminent.	1	2	3	4	5
9	When i have several things to do, I think it is best to do a little bit of work on each one.	1	2	3	4	5
2. Prioritization						
1	I plan out my daily duties with the right strategy	1	2	3	4	5
2	I prepare a list of my tasks to be performed in sequential order.	1	2	3	4	5
3	I prioritize the task according to what should be the first to be done.	1	2	3	4	5
4	I set enough time for my daily duties activities.	1	2	3	4	5
6	I don't hesitate to re-evaluate tasks	1	2	3	4	5
7	I separate urgent from important	1	2	3	4	5
8	I estimate the time, effort and resources needed for each task.	1	2	3	4	5
9	I check the accomplishments of my tasks based on the priorities made.	1	2	3	4	5
3. Avoiding procrastination						
1	I have a clean work \ study place it can help reduce anxiety or stress.	1	2	3	4	5
2	I work best under pressure.	1	2	3	4	5
3	I mind to be late as long as I will be there during classes.	1	2	3	4	5
4	I didn't cancel my tasks without valid reasons.	1	2	3	4	5
6	I didn't ask extension of my assignment submission.	1	2	3	4	5
7	I always say that there is short time to finish my tasks.	1	2	3	4	5

8	I am in hurry to finish my scheduled tasks.	1	2	3	4	5
9	I love playing computer games in a manner that didn't allow delaying my task.	1	2	3	4	5
4. Socialization						
1	I spend more time texting and chatting with friends.	1	2	3	4	5
2	I do browsing and chatting in Facebook, twitter, telegram, tiktok etc.	1	2	3	4	5
3	I spend more time in networking and meeting new friends.	1	2	3	4	5
4	I get involved in physical activities in gym and other exercises	1	2	3	4	5
6	I regularly get involved with religious activities.	1	2	3	4	5
7	I am spending more time on shopping malls and hypermarkets.	1	2	3	4	5
8	I spent time watching movies.	1	2	3	4	5
5. Time attitude						
1	I believe that there is room for improvement in the way I manage your time.	1	2	3	4	5
2	I often find myself doing things which interfere with my schoolwork simply because I hate to say "No".	1	2	3	4	5
3	I make constructive use of my time.	1	2	3	4	5
4	I find myself waiting a lot without anything to do	1	2	3	4	5
5	I am able to make minor decisions quickly.	1	2	3	4	5
6	I continue to carry out unprofitable routines or activities.	1	2	3	4	5

Appendix II

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: CGPA

