

EFFECTS OF TIME MANAGEMENT ON STUDENTS' ACADEMIC
PERFORMANCE: THE CASE OF WACHAMO UNIVERSITY 2012E.C
UNDER GRADUATING CLASS STUDENTS

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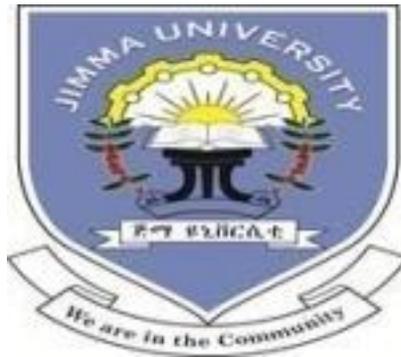
JIMMA, ETHIOPIA

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A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
JIMMA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
PUBLIC MANAGEMENT (MPM)

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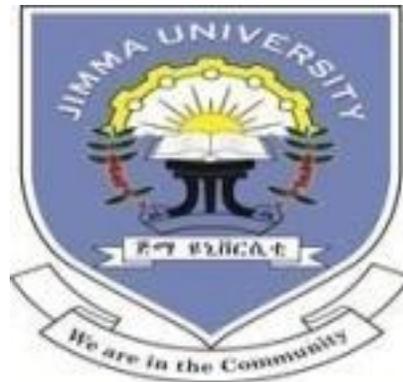
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JIMMA UNIVERSITY PARTIAL FULFILLMENT OF THE AWARD OF THE
DEGREE OF MASTERS OF PUBLIC MANAGEMENT (MPM)

SEP 5, 2020

JIMMA, ETHIOPIA

CERTIFICATE

I declare that the project entitled “Effects of Time Management on Students’ Academic Performance. The Case of Wachemo University 2012E.C under Graduating Class Students “Submitted to Jimma University for the award of the Degree of Master of Public Administration (MPM) and is a record of bonfire research work carried out by **Mr. Abraham Aliye Abebo**, under our guidance and supervision.

Therefore we hereby declare that no part of this thesis has been submitted to any other university or institutions for the award of any degree of diploma.

Main Adviser’s Name

Date

signature

Co-Advisor’s Name

Date

Signature

DECLARATION

I hereby declare that this thesis entitled “Effects of Time Management on Students’ Academic Performance. The Case of Wachemo University 2012E.C under Graduating Class Students”, has been Carried out by me under the guidance and supervision of **Dr. Chalchissa Ament and Ato Mohammed Yassien**

The thesis is original and has not been submitted for the award of degree of diploma any University or instructions.

Researcher’s Name

Date

Signature

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APPROVAL SHEET OF MPM THESIS PAPER

This is to certify that the thesis is prepared by **ABRAHAM ALIYE ABEBO** entitled “Effect of time management on student`s academic performance. The case of Wachemo University under graduate students in 2012E.C”is submitted in partial fulfillment of the requirements of the Degree of Masters in Public Management (MPM) complies with the regulations of the University and meets the accepted standards with respected originality and quality.

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Abstract

This research was aimed to determine the effect of time management's on student's academics performances, to assess the effects of the short range planning, long range planning, and time attitudes, and to categorize the relationship between short ranges planning, long range planning, time attitudes and efficiency and effectiveness on the basis of the findings propose some possible solutions and recommendations for the problem in academic performance among in college of business and economics at Wachemo University. The study was conducted using descriptive study design. The total sample size of the study was 180 respondents. After the representative sample size is determined using a simplified formula provided by Yamane (1967). To this effect, the methodology focuses on primary and secondary data. The researcher used two sources: Primary data sources were questionnaires containing close ended items and open-ended and with designed questionnaires address the intended assessment questions and assessments objectives terms and interview questions. And also secondary source of data to study data gathered from published and unpublished materials regarding earlier graduates of the college. For convenience sake, the researcher summarizes the findings into three core aspects that are, Firstly, descriptive statistics in the form of means and standard deviations for the respondents were computed with multiple dimensions that have been assessed through the questionnaires in tables, Secondly, correlation between time managements and academic performance with Pearson's correlation matrix obtained for the five interval scale variables results as shown we can seen short range , time management, long range and efficiency and effectiveness are significantly positively related to academic is correlated. . Thirdly, the regression between time managements and academic performance with each independent variable is also regressed aligned with academic performance and the result shows that all the independent variables can explained in the dependent variable i.e. academic performance. The generally conclusions are student's shows the way to score of academic performance achievement as concluded that students who scored reduced in academic achievement gained significantly lower in time-management and students who are able to manage time well may be protects at risk for underachievement. Lastly, based on the abovementioned findings, possible recommendations were also forwarded to the concerned bodies i.e. University should organized strategic theme and assuring academic excellence to optimize its capacity to improved time management and in final ,the respondents how to manage time and decrease anxiety to improve their academic performance.

Key words: Academic performance, efficiency &effectiveness, long range, short rang and time attitudes

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List of Acronyms and Abbreviation

ACP	Academic Performance
CGPA	Cumulative Grade point Average
EJBM	European Journal of Business and Management
FBE	Facility of business and Economics
IRBs	Independent review boards
LRP	Long range planning
SRP	Short range planning
SPSS	Statistical Package for Social Science
TA	Time attitudes
WU	Wachemo University

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CHAPTER ONE

INTRODUCTION

The chapter defines relevant concepts in the study; background of study, statement of the problem, objectives of study, delimitations of the study, limitation of study, significance of the study, and organization of study, and scope of the study, operational definition of terms, description of study area, organization of the thesis.

1.1 Background of the Study

Today's in the context contemporary world, time is seen as an indefinitely distinguishable and functional commodity. It helps to introduce the concept of time through the institution. All the material and human resources possessed by organizations can be enhanced in the course of time or be transformed as time goes on, yet the only asset that cannot be changed purchase or stored is time itself. The secret to achieving success in life is effectively managing this resource that everyone possesses equally and paying sufficient emphasis to planning .Though effective and efficient use of time varies with respect to the tasks performed the further increase in the level of knowledge and skills expected from modern employees has further increased the necessity of time planning. The road to success in social life passes through effective and efficient working which is only possible using 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). One popular definition states that time management involves determining one's needs setting goals to meet needs and prioritizing and planning to meet goals (Lakein, 1973). Years later, a similar definition of time management surfaced with goal setting the mechanism of time management and organization again noted as key components (Macan, Shahani, Dipboye, & Phillips, 1990).

In the context of developing African countries where students have a lot of issues during academic journey have a new story for the researcher to dig out much more interesting results. Time management practices have an impact on the results of students as experimental studies done by past researchers. In spite of knowing about the factors that disturbing of time on

academic performance achievement, this relationship is not given importance by the students. 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 (programme, 2000)Kaushar, 2013). Ongoing problem of lack of knowledge in connection with time management and academic outputs is due to lack of acceptance and of costly ways of collecting data.

The Ethiopian government strives to expand education; it also faces the challenge of ensuring quality in student's academic performance. The first one could be considered more objective, because it refers to numerical scores of a pupil's knowledge, which measure the degree of pupil's adaptation to school work and to the educational system. The second group is a more subjective one; assist determination of academic success is reliant upon the student's attitudes towards his academic achievement and himself, as well as by the attitudes of significant others. There are a numbers of interrelated factors or challenges which are affect students time management practice like, careless to manage time effectively, lack of awardees, administration systems, peer pressure, expends much time by playing deferent game without time planning, student wastes their time pool house and they wants spend much by enjoying with their friends and other are challenges or factors which affect student time management practice on the students of collage of business and economics college on under graduated regular program in Wachemo University.

1.2 Statement of the problem

In this time, globalization and technological uprising, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2002). It ensures the acquisition of knowledge and skills that en able individual to increase their productivity and improve their quality of life.

Time management plays a main role in improving student's academic performance. Each and every student should have time management capacity which includes setting goals & giving priorities, using time management systems and being organized in using time. Some observed problems in certain areas in the academic activities of students may be obligated their causes largely to time management. This is when the students do not manage their time properly. They may not come or may delay in coming to higher education. There may be delay of time to do

assignment and reading for tests and examination. They may be facing interruptions during the lectures hours like receiving lengthy calls, ping, and social networks and combine with friends. This has some influences some areas of academic activities especially in the academic performance. The study on factors contributing to the students' academic performance at Wachemo University in college of business and economics was designed to improve the academic performance of under graduate students. There are four surfaces of time management behaviors: short-range planning, long- range planning, time attitudes and efficiencies and effectives (Laurie &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 interruption (Alay &Koçak, 2003).Answer revealed that age, parents/guardians, social economic status and daily study hours significantly contributed to the academic performance of graduate students. On the other hand, a lack of correspondence on the academic performance of the students was discerned when grouped according to the medium of school (Laurien, 2002)guidance trend, and daily study hours (Shoukat, et al., 2013).Time attitudes are outlook of time management demands a key shift in importance focus on results, not on being busy. There are a lot of cases with people who waste their lives in dirty doings and attain very small since they are placing their labors into the incorrect responsibilities or weakening to focus their activity successfully, established that time management workings directly affect the collective academic achievements (Mercanlioglu, 2010).According to Hoenach (1982), "faculty, students, and other participants in higher education make choices that determine whether those resources was be used efficiently or inefficiently" (Hoenach 1982).

Academic performance, which is stemmed from student's learning, is best explained in Bandura's Social Learning Theory. It presents the interrelationship of observation and modeling of behaviors, attitudes, and emotional reactions of others in the learning process of an individual learner. The theory posited that human behavior is learned observationally through modeling from observing others one forms an idea of how new behaviors are performed and on later occasions this hinted information serves as a guide for action (Bandura, 1986).The new education and training policy applied in Ethiopia in recent years have to a greater or smaller degree addressed a number of issues of which the introduction of

standardized students' academic performance is one. Concerning this point, there seems a gap between what have to be and what exists in reality to bring in the proposed outcomes of the students academic performance achievement that could be because of different challenges. The effect of student's academic performance can be investigated in terms of many factors of which some of them are social Medias, carelessness, and peer pressures, lakes of awardees, environmental factors, and administration systems, teachers' competency and principal's leadership. For this reason, this study was examining the effect students' academic performance in college of Business and Economics at Wachemo University.

Above all, the researcher has observed or asked through informal communication students of Business and Economics College at Wachemo University they have challenges or factors which affect students' time management as above mentioned. And also students intentional wastes their too much attending social media and others are challenges which affect students time management on the college of Business and Economics under graduates students regular program in Wachemo University. Through attractive relation the over challenges of time management observed the researcher forced to conduct a study on the effects of time management of student's academic performance in the (Algaradawi, 2003).

1.3 Research Questions

1. How to assess the effects of the long time planning on students' academic performances in 2012E.C under graduating class students in college of Business and Economics at Wachemo University?
2. How to examine the role of efficiency and effectiveness use of time for academic performance in 2012E.C under graduating class students in college of Business and Economics at Wachemo University?
3. How to decide the time attitude among on student's academic performance in 2012E.C under graduating class student's in college of Business and Economics at Wachemo University?
4. How do you categorized the relationship between short ranges planning, long range planning, time attitudes and efficiency and effectiveness with academic performance among in 2012E.C under graduating class students in college of Business & Economics at Wachemo University?

1.4 Objectives of the study

1.4.1 General objective of the study

The general objective of the study is to examine the effects of time managements on student's academic performance in Business and Economics College at Wachemo University.

1.4.2 Specific Objectives of the Study

1. To assess the effects of the long time planning on students' academic performances in college of Business and Economics at Wachemo University.
2. To examine the role of efficiency and effectiveness use of time for academic performance in college of Business and economics at Wachemo University.
3. To decide the time attitude among on student's academic performance in college of Business and Economics at Wachemo University.
4. To categorize the relationship between short ranges planning, long range planning, time attitudes and efficiency and effectiveness with academic performance among in college of Business and Economics at Wachemo University.

1.4.3 Research hypothesis testing

After careful concern of all independent variables and the dependent variable study the following hypotheses are developed and tested by using multiple linear regression models.

H1: There is a significant relationship between short range planning and academic performance.

H2: There is a significant relationship between time attitudes and academic performance.

H3: There is a significant relationship between long range planning and academic performance.

H4: There is a significant relationship between efficiencies and effectiveness and academic performance.

1.5 Significance of the study

The findings obtain from this study may be of great usefulness to the university, in the preparation of various academic performance achievement and strategies of teaching and

learning activities and some recommendations may be useful in improving performance achievement.

To the university, college dean, administrators and teachers the research findings are useful for them since they provide highlight on what the factors are effect of academics performance and also the findings of this research are also useful to individuals, learners, researchers, and in various organizations and institutions, since it provides information on what are the possible factors which effect for academic performance of university and give out recommendations for the said problem. And enable them to make adjustments on their areas of weakness and strength. Finally, this study will be used as a reference material for those individuals who want to conduct a future research in the area.

1.6 Scope and delimitations of the Study

The scope of the study area was limited to at Wachemo University, more specifically, to business and Economics College in effect of time management on student academic performance. In terms of geography, the study was carrying in the Hosanna town and its catchment areas with in a radius of 7km. The study focused on analyzing the effect of time management on student academic performance at Wachemo University in business and Economics college .Hence, the whole project work was focus on effect of time management. The study was also limited to four key independent variables discussed under conceptual framework. Other variables that might affect the performance were out of the scope of this study. The sample was limited to in FBE college respondents . The collected data was also shortened by itself for being of cross-sectional data. Due to this reason, the study conducted only on under graduating in this 2012 year of collage of business and Economics on regular program students at Wachemo University.

1.7 Limitation of the study

The study was face with some challenges during data collection where some target respondents were not willing to give the required information. The researcher however work at winning the confidence of those who were involve in the research by explaining to them the purpose of the research and assured them of confidentiality. Limited time also pose a challenge to completed the investigations and scared funds to cover all the costs.

The researcher also encountered logistical and financial challenges; particularly because the target population was scattered and final exam day on different days. Some respondent's been unable to read and write and answered the questionnaires. To mitigate these challenges, the researcher engaged and trained the research assistants to help in data collection. Data was collected from FBE College during their exam days at Wachemo University. The researcher obtained the exam schedules from the departments officers.

1.8 Operational definition of terms

Students' academic performance: The outcomes of the teaching and learning process in terms of knowledge and skills in students acquires from university as measures by scores obtained in performance in tests, performance in course work, performance in examination in generally, academic performance is measured cumulative grade point average(CGPA).

Academic performance: Refers to achievement in standardized tests or examinations shown by a student. According to Niebuhr (1995) Academic performance of students is typically assessed by the use of teacher's ratings, tests, and examinations.

Performance: To perform is to take a complex series of actions that integrate skills and knowledge to produce a valuable result.

Time management: It is the science of ideal exploitation to time where the priorities go to the tasks according to their importance; it basically depends on concepts of planning, coordination, stimulation, directing, pursue and contact. It is a quantities and qualitative process that trends toward the future (Alian, 2005).

Academic achievement: It is a certain level of achievement in school courses measured by the teachers or by the assigned tests as these will provide a degree scale to all subject materials and

upon this scale the student caliber in these courses would be measured and rated (Issawi, Aljismani and Zabalawi, 2006).

Academic achievement measurement: The ways into which the academic achievement is measured varied and take different forms of tests ; among these tests there were the conventional tests where the respondent briefs his understanding verbally by his own way (Raja Abualam,2005), the other testing where named the objective tests which force students to give one direct and correct answer to the question like (yes/no questions, multiple choice questions and matching) and the correction to these questions must then be objective (jamil,2000).

1.9 Description of study area

The Hadiya Zone found at the Southern Nations Nationalities Peoples Regional state located in Southern parts of Ethiopia and incorporated by 14 Zonal states and four special woreda, it distant from Addis Ababa to Hawassa is 279.4k/m. The Hadiya Zone located in SNNPRS, the zonal town Hossanais about 232 kilometers from the capital city of Addis Ababa and 197/207k/m kilometers from the regional capital of Hawassa. Hadiya administrative zone has a total area of 3850.2 square kilometer for administrative purpose; it is structured into 13 woreda and 4 town administrations namely; Lemo, East Badewacho, west Badewacho, Sorro, Shashogo, Misha, Dunna, Gibe, Anilemo, Gombora, SiraroBadewacho, Ameka, West SoroWorede and Hossan town administration, Shone town administration ,Gimbichu town administration, andJajura town administration . Topographically of the zone lies within an elevation range of 1500 to3000 meters above sea level. The slope in general declines east to west with most drainage being direct to the Gibe River. The total population of the zone is estimated at 1,412,347 (CSA, 2007) and it has a population density of 366 inhabitants per square kilometer. The zone has three agro-ecological zones; Dega (23.7%) Weyinadega (64.7) &Kolla (11.6%). The annual average temperature of the zone is 22.02 degree Celsius & the mean annual rainfall is 1260 mm. Concerning land use, the largest area (57%) of the zone is intensively cultivated for annual crops, 12% is covered with tree crops, 7% is grazing land, 6% is forest land, 16% is covered by others and the remaining 2% is cultivable land. Hosanna town is the administrative and trading center of the Hadiya zone. (Hadiya Zone Finance andEconomic Development Office (2011).

1.10 Organization of the thesis

This study is organized in five chapters. Chapter one includes introduction, statement of the problem, research questions and objective of the study with general objective and specific objectives, significance of the study, scope and delimitation and definition of key terms. Chapter two reviews related literature. The literature review is organized in thematic areas that discuss the various effect of time management variables with students s academic performance. Empirical and theoretical reviews are also conducted there by forming a conceptual framework. Chapter three discusses research methodology, methods of data collection, sampling techniques, sample size, methods of data analysis, reliability and validity of the instrument and also ethical considerations. Chapter four data analysis, interpretation and discussion of the findings are presented. Finally; chapter five summarizes the findings and states the conclusions and forward recommendations.

CHAPTER TWO

2. Related Literature Review

2.1 Introduction

This section presented the review of related literatures for this study. The information in this chapter reviewed from journals, books, and any other material that was relevant to the study. The literatures thematically reviewed under the following sub-titles: Measurement of academic performance, Cumulative Grade Point Average (CGPA), Theoretical background and the related literature, over view of time management. The importance of time management, Empirical results of study.

2.2 Conceptual definitions of time management and academic performance

Time management is a skill that every student should not only know, but also apply. A lot of university students complain about running out of time when asked to do a certain task, they get frustrated because they are not able to make it before the deadline. Time management is very important, especially when it comes to university students because it will improve their grades and enhances their productivity (Laurie & Hellsten 2002). However; most of the time students face problems like task dislike and uncertainty, so they start to delay because they lack organizational skills. As a result, students will not be able to organize duties according to their priorities, so they get distracted easily, ending up procrastinating. As we can see, time management is quite essential to any university student, and it is one of the keys to higher academic achievements (Kelly, 2004). Cognizance of the non-acceptability of a universal definition of time management, Shellaenbarger (2009) views time management as behavioral change techniques that help people get planned, clarify thinking and increase output. Eilam and Aharon (2003) believe that time management is a way of monitoring and controlling time. However, Claessons, Eerde, Rulte & Roe (2007) observed that time cannot be managed because it is an unreachable issue. The only way a person deals with time is by influencing behavioral attitude.

2.3 Measurement of academic performance

Measurement of public sector performance, especially in provision of service in Universities is a complex issue. It involves comparing public resources in terms of total amount of money expended, the personnel and other resource with outputs such as students' academic performance, graduation rate and quality of research (Abdulkareem&Oyeniran2011). Universities are established to produce skilled manpower and good performance in higher education is expected to bring positive growth (Blanchard 2004). Coelli, Prasada and Battesse (2000) state that the output measures of Universities in terms of teaching include the following:

- ✚ Number of students admitted
- ✚ Number of full-time equivalent students
- ✚ Number of students in different disciplines
- ✚ Number of undergraduates and postgraduate students
- ✚ Number of weighted full-time equivalent students

2.4 Cumulative Grade Point Average (CGPA)

The academic performance of a student in any semester is measured with the grade point average (CGPA) Cumulative Grade Point Average is the measure of the students overall academic performance at any given point in his programmer (CGPA) is an up-to-date weighted mean of the grade points, where the weights are the course credit units (Nnamdi Azikiwe University Academic Programme, 2010). However, Young (2005) critiqued CGPA as inadequate measure of academic performance and suggested in his studies that Item Response Theory (IRT) based CGPA is a more reliable measure of performance which is used to measure the validity. Galiher (2006) and Darling (2005), used CGPA to measure student performance because they main focus in on the student performance for the particular semester. Some other researchers used test results or previous year result since they are studying performance for the specific subject or year (Hijazi and Naqvi 2006 and Hake1998).

2.5 Theoretical background and the related literature

The literature review is organizing around on effect of time managements and academic performances. The review is sub divided into the following sub-topics and their dimension of time managements and its factors that, to assess the effects of the short time planning, longtime planning , attitudes towards time and competence and success on time in student's academic

performances achievements. The literature discovered 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 / her time and the perception that the individual is making constructive utilization of time (Karim2015).A study by Alrheme and Almardeni (2014) aimed at identifying the students' viewpoint about how to time in terms of planning, organizing, directing and control and its effect on academic achievement as long as identifying the personal variables effects on academic performance achievement. Time management is considered as abroad process that is done through administrative functions which is deeply dependent on high personal talents and skills so it can then produce positive effects to society and individual at the same time. Nonetheless, all of that must be classified to a specified period of time in order to make persons adjust with present and future situations (Alghamdi 2008). It is of importance to point out to the fact by (Alsalmi 2008) that the more the company is able to manage time effectively, the more it fulfills its aims correctly in the right time. And for the sake of effectiveness, one must give priorities to some tasks over the others in order to distribute the sufficient time to get the best results, and effectiveness can be then measured by the quantity of finished tasks in that specific.

2.6 Research gap and significance of study

It is observed that the various studies have been conducted on many dimensions but still there exists a gap to be researched on related to inappropriate managing time in academic institutions. Managing time is considered positive as well as negative related to managing itself. There are causes indicators and results on which more research is needed especially in academia. As it is considered that success and unsuitable time management are negatively related in academia it is necessary to find out in what way inappropriate (unsuitable) times create effects on the students' academic performance. Therefore, it is of highest significance to do further research in this filed for identifying different challenges faced by the students in the academic environment because ,this leads to overall academic performance.

2.6 .1 Over view of time management

Time management is an important issue to both university students and educators. Educators are concerned that students spend sufficient time, especially study time on academics while, students

are concerned with meeting the numerous demands on their time. 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 delight in the judgment day so exploiting the time to fulfill ambitions is of great importance in both worldly life and in the hereafter (Algaradawi2003). Time management is considered as an inclusive process that is done through administrative functions which is deeply dependent on high personal talents and skills so it can then produce positive effects to society and individual at the same time. Nonetheless, all of that must be restricted to a specified period of time in order to make persons adjust with present and future situations (Alghamdi 2008).

It is of importance to point out to the fact by (Alsalmi 2008) that the more the company is able to manage time effectively, the more it fulfills its aims correctly in the right time. And for the sake of effectiveness one must give priorities to some tasks over the others in order to distribute the sufficient time to get the best results, and effectiveness can be then measured by the quantity of finished tasks in that specified time.

A study by Alrheme and 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 performance. Abusakour (2003) conducted a study which aimed at finding the Obstacles of time management and decision making 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 European Journal of Business and Management (EJBM).

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 performance.

2.6.2 The importance of time management

The definition of the concept of time has been associated with ambiguity and even contradictions. For instance time has been described as “time nothing more than occurrence of events in sequence on after another” Olpin and Hesse. (2012). However there is no single definition of time that full captures all aspects of the concept.

Becke and mustric(2008) divide time into two categories: quantitative and qualitative. It can be specified that” quantitative time is seen to represent time as quantities. That is, time can be measured quantities into seconds, Minutes, days ,weeks ,months and years” wu(2009) .On the other hand is associated with a meaning of activity the time is spent Abulshawi&Abusultana (2003) conducted a study aiming at recognizing the student’s of Yarmulke University ability to manage time from different faculties and identifying its relation to academic performance 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 Yarmulke University and the skill of time management and academic achievement.

2.6.3 Time management practice and academic achievement

It involves comparing free resources in terms of total amount of money expended the personnel and other resource with outputs such as students’ academic performance, graduation rate and quality of research (Abdulkareen&Oyeniran2011). Universities are established to produce skilled manpower and good performance in higher education is expected to bring positive growth (Blanchard 2004).According to“ Kelly (2004)” the efficient use of time directly associated with increase achievement. It ability to effectively manage ones time was indeed positively related to academic performance interventions’ that improve time management would value to students Burru(2013). Time management practice has been proved to be some of the top indicators’ toward achieving a high level of academic success and performance. They not influence on achievement but using time management technique also serve only one reason meaning that there multipurpose fulfilled by time management Fazal (2012).Academic performance

achievement refers to the outcome of education the extent to which student, teacher or institution has achieved much effort. It is also award for when you achieved of something not worthy after much effort.

2.6.4 Successful use of time management

In order to increase the effectiveness and efficiency of the time management it is necessary to identify the activities according to their priority and in an organized manner then to work on them according to their priorities and start implementing the work that needs continuous follows up during the daily work appropriate individuals. It is also necessary to identify the productive times organize the work and distribute to the appropriate times .It is necessary to be careful and not to rush to work and make decisions and to benefit from contemporary technology (Al Fadelah, 2008).From the point of view of the researchers successful management of time lies in using the time available in the best way good effective management of time, good planning of each process in the parts of office processes and use of time as required for the completion of operations setting specific goals, clear and precise. Written by Dawit Arega and DawitAyelaw, (2005).Piee points time wasters in school system as numerous factor that intensive time management practice. The following are noted: events that just come up various that are not planned may came up within school system events like lecturers strike students let off out break and many other emergences can interfere with student's daily schedule. Kanus(1996) shares this view by saying that student can be over whelmed by task to the extent of putting off academic assignment turn over later date or spending a great deal of time with friends and on social activities. Missing up to the planned program Austin, Dwyer and free (2003) Speak about luck of time management among students who experience frustration in trying to get themselves to start their works.

2.6.5 Dimensions of time managements

There are four surfaces of time management behaviors: Short-range planning, Long- range planning, Time attitudes and Efficiency and Effectiveness (Laurie &Hellsten2002). 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 &Koçak2003).

2.6.6 Short- Range Planning (small – variety) and academic performance

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 beginning of the day planning and prioritizing daily behaviors and creation work contents (Yilmaz2006). Various studies invented that short-range planning behavior forecasting of time in the short run surrounded by the time put in of a week or less and established a constructive relationship to grade point average .The short range planning in interface with accomplishment determined will positively associate to dealing performance as well (Noffle2007). Likewise, most of the studies that control for the student time do by determining total time committed to the course a variable normally found to be an important. Academic performance achievement means the educational objective that is accomplished by a student, teacher or institution realize over a definite short period (Lisa & Robert 2008).

2.6.6 .1 Long –Range planning (time- consuming variety) and academic performance

Long-range planning means to have long-range objectives and having disciplined routines. Various researchers named and having awareness of a favorite 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 increase the perception of having control over time 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. This gives the impression to indicate that time management practices accomplish to have an influence on educational achievement but that not all they affect (Brigitte et al., 2005). It was also found that the students had advanced overall academic performance achievements who accounted using goal oriented time management practices.

2.6.6 .2 Time attitudes (point of outlook) and academic performance

Time management demands a key shift in importance focus on results not on being busy. There are a lot of cases with people who waste their lives in dirty 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 performance achievements (Mercanlioglu2010).

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 journal of literature, Languages and Linguistics .An International Peer-reviewed Journal 2015 was exhausted therefore knowing when they had to state no to activities (Kaushar2013).

2.6.6. 3 Efficiency and effectiveness (competence and success on time) and academic performance

According to (Hoenach1962) “faculty students and other participants in higher education make choices that determine whether those resources will be used efficiently or inefficiently” (Hoenach1982). Thus, the central question is whether one system or organisation could achieve better results with the same or fewer resources. Hoenach’s definition underscores that efficiency is the responsibility of individuals and organisations participating in higher education and that it should be judged according to the level of inputs used to attain them. Therefore, efficiency requires the detailed measurement of performance, whether on individual, departmental, institutional, or system level. In higher education, productivity is often measured based on the number of students per faculty member or the number of journal articles published per researcher (Salerno 2011).Effectiveness is about doing the right thing, i.e. in providing the right amount of relevant and quality information to the right users in the right time. An effective education programmed leads to increasing opportunities to learn in an equitable manner and in a sustainable but Efficiency is about doing things right, i.e. functioning effectively with minimum resources.

2.7 Empirical results of study

Various studies have been conducted in relation to time management and academic performance. To begin with, a study by Sampson (2004) also noted that private college of university have alternate sources of funding higher level of discipline and are very selective and this is why they tend to have higher academic performance than students from public schools.

A study by Alrheme and 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.

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.

Time management skills have been shown to have a positive impact on student learning and student outcomes (Kearns & Gardiner, 2007; Kelly, 2002; McKenzie & Gow, 2004) and Krause and Coates (2008) report that the capacity to successfully manage their time is the foundation of students developing good study habits and strategies for success.

Time management offers individuals the means to structure and control their activities (Claessens, van Eerde, Rutte, & Roe, 2004) and Wang, Kao, Huan, and Wu (2011) found that time management is important beyond the university campus, where the capacity to manage one's free time is found to significantly increases an individual's quality of life. O'Connell (2014) also suggests that the balance between sleep, exercise, and appropriate diet alongside an increase in "downtime" would lead to a decrease in student illness, therefore suggesting the link between time management a physical health.

Making effective use of time involves maximizing functions such as starting a task, staying focused, and balancing one task against another. Developing work plans may be one way to address this; however, students who typically procrastinate do not feel less anxious after developing work plans (Lay & Schouwenburg, 1993), possibly because they are aware that, although they have planned to do an activity, their innate voice tells that they will still have trouble actually starting the task and will have trouble juggling their various tasks. Britton and Tesser (1991) found a positive correlation between short-range planning and grade point average

(GPA) of students, which suggests that students who are actively engaged in time management processes are likely to see attainment benefits.

Britton and Tesser stated that short-range planning was a more effective time management technique than long-range planning because plans could be adjusted to fast changes or unpredictable situations, which allowed for flexibility, something that is clearly relevant in the lives of fast-paced, multitasking modern students, but also something that might not lead to students developing effective study habits. Without the development of effective habits, such as such motivation, Meta cognition, and self-regulation, students are likely to perform poorly and find it difficult to improve future performance (Baothman, Aljefri, Agha, & Khan, 2018).

Students who are able to develop time management strategies and set appropriate work goals for themselves offer a self-regulatory framework (Miller, Greene, Montalvo, Ravindran, & Nichols, 1996) regarding their approach, effort, persistence, and time management. Strongman and Burt (2000) suggest that there is a relationship between academic attainment and the ability to stay on task for extended periods of time and found that students with higher academic standing took fewer and shorter breaks.

They do not necessarily suggest that there is a causal relationship (in either direction) between academic attainment and ability to stay on task; however, many studies have found that high levels of motivation help maintain focus (Dupeyrat & Mariné, 2005) and are likely to lead to success in general (Deci & Ryan, 2000) as well as specific success in student outcomes (Harackiewicz, Barron, Tauer, & Elliot, 2002; Husman & Lens, 1999).

Kimlglo & filz (2008) 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.

Empirical findings are one of the important components of literature review in when the researcher study. The researcher, therefore, wants to reviewed the following some important issues which are related with above empirical study to the investigation under study. Demographic features of the respondents of the students input in the research questionnaire are as illustrated in as it is shown in table 2.1, the majority of the respondents, 117(65 %) of the

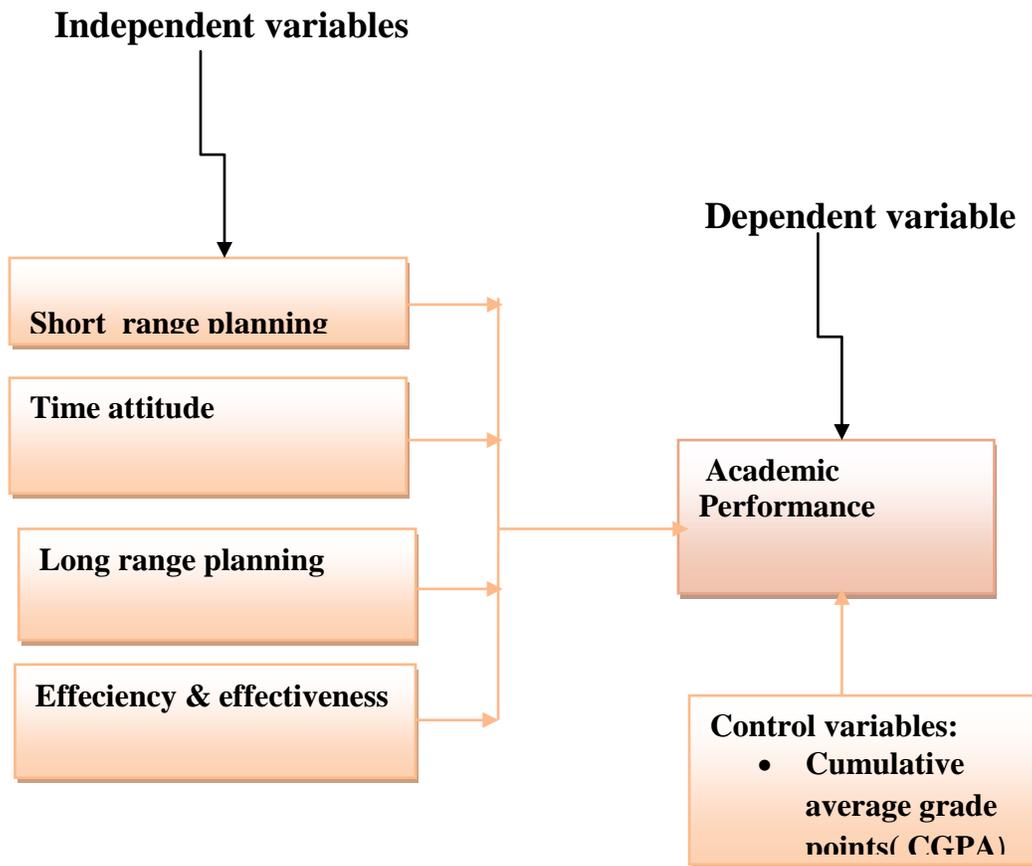
students are males and the remaining 63(35 %) are females. This illustration show significant proportions of the respondents are men. This implies that the number of male respondents were greater than females respondents who participated in this study. A t- test was conducted to examine whether there is a significant mean difference in performance of males and females. In table 2,1&2.3 the tables shows the respondents given information & puts by number and percentages the results of questions directed to students participating in the questionnaire and answers provided with respect to the 5-point Likert scale are listed for each set of questions by the respondent information, 97(53.9%) of the respondents are in age range between 20-24 followed by 83(46%) of the respondents whose their age range between 25-28, also 29 and above are their no respondents are within the age range of 29 and above. And respondents are within the age range of 20-24 are 97(53.9%) and the remaining 83 (46.1%) of the respondents age greater than 25-28 years & most of them are 20-24 age range. From the blow illustration table 2&3 shown as marital status of the respondents, from all students 26(14.4%) of them are married and, 154 (85.6%) of them are unmarried. When the answers provided for the time management questionnaire are analyzed, the lowest total score was detected as < 3.39 and the moderate total score as 3.40 up to 3.79; and high > 3.8 average scores used in illustration below. According to the time management skill level of Karadeniz Technical University (KTU) students was at a moderate level (f: 148, 88.09 percent). A small portion of the students possessed high level time management score (f: 13, 7.73 percent) and again a negligible portion had (f: 7, 4.16 percent) a low total time management score. Based on this finding, it can reasonably be argued that KTU students are in need of further education on time management. There exists a Positive significant relation between the academic performance and time management is positive moderate degree of correlation with $r = 0.38$ $p < 0.001$. This value of correlation indicates a positive moderate degree of correlation at p value less than 0.01 and the Long-Range Planning but unexpectedly, there is a negative significant relation with respect to the Short-Range and academic performance is resulted in to positive moderate degree of correlation with $r = 0.290$, $p < 0.001$. This value of correlation indicates a positive moderate degree of correlation at p value less than 0.01 and last one variables are also.

R in table shown 3.11 in below is the regression coefficient of independent variables (Short-Range Planning, Time Attitudes, Long-Range Planning and Efficiency & Effectiveness scores) on students' academic performance and this coefficient is equal to is .0604 R^2 is the determination

coefficient indicating what percentage independent variables collectively account for total variance in dependent variables and it corresponds to 6.4%. In the next F and p values in table 3.11 correspond to variance analysis results indicating the significance of regression and determination coefficients and as can be seen they are valid at the 0.05 significance level. Results of the two early studies (i.e. Orpen 1993; Woolfolk & Woolfolk 1986) which focused on the time management work by Lake in (1973) indicated that time management training has significant immediate and long-term effects on time management attitudes and behaviors and that those who receive time management training rate their time management effectiveness more highly than those who do not. In their conclusions, they maintained that the type of school affects the academic performance of students. Their views are summarized by Miller and Birch (2007) in their study on the influence of high school attended on university performance who argued that outcome at university differs according to the type of high school attended. The studies cited led the researcher to hypothesize that the student's school background is positively related to academic performance of undergraduate students.

2.7.1 Conceptual Framework

The conceptual framework shows the relationship between the independent Variable (short range planning, Time attitude, Long range planning, Efficiency and Effectiveness) and the dependent variable (academic performance of students). Figure 2.1 shows the relationship between the variables. Based on the above review of related literature the researcher has developed the following conceptual framework for the purpose of analysis. This particular study was emphasized on effects of time management of success factors on student's academic performance. Therefore the finding depends on the relationship and outputs of the independent and dependent variables.



Source: developed own survey (2019)

Figure 2.1 shows the relationship between the variables.

Conceptual framework factors effect on academic performance (Source: developed by the researcher (2019))

2.7.2 Hypothesis testing

After careful concern of all independent variables and the dependent variable of the study, the following hypotheses are developed.

HO1: There is significant and positive relationship on the academic performance of in relation to the difference in the short range planning.

HO2: There is significant and positive relationship on the academic performance of in relation to the difference in time attitude.

HO3: There is significant and positive relationship on the academic performance of in relation to the difference in long range planning.

HO4: There is significant and positive relationship on the academic performance in relation to the difference in efficiency & effectiveness.

CHAPTER THREE

3.1 Research design and Methodology

This chapter presents the methodology that have been used to carry out this study it includes the research approach , research design, population and sample ,sample size and method, sample size allocation, data source and types, data collection method ,data collection procedure , ethical consideration, Data Analysis ,reliability test and how data analyzed and presented.

3.2 Research Approach

Research Approach this study used quantitative and qualitative research approach based on questionnaires and interview respectively to provide a better understanding of research problems. This research approach analysis doing to the most extent was quantitative data a means for testing objective theories by examining the relationship among variables (Creswell 2009). Therefore, the study used quantitative research approach because it used structural questionnaire data collection method and statically data analysis techniques. To measure this some statistical tools or techniques apply on data like descriptive statistics, Pearson correlation and regression analysis through SPSS version 20 software and also involve the process of collecting, analyzing, interpreting and writing the results of a study (Creswell2009).

3.2.1 Research Design

In this part, the researcher explained the reason behind the selected methods and techniques to manage the study. The explanatory design has been used for this study. Explanatory research design emphasizes on studying a situation or a problem in order to explain the relationship between variables (Saunders, Lewis and Thornhill (2009). The gathered data has been analyzed and interpreted. In order to measure the student's academic performance and to find out the specifically how effect of time management that need to be improved the quantitative research, with questionnaires as the main source collecting data was employed. Cameron and Price (2009) emphasize that quantitative data present significant practical advantages as it allows one to draw conclusions related to a wider group and data in addition it can be statistically analyzed. This research design is a fact finding study with adequate and accurate interpretation of findings and furthermore, it allows describing both qualitative and quantitative approaches (Kothari, 2004).

In view of the above considerations the both qualitative and quantitative approaches approach has been used as most suitable for the purposes of this research. In this study descriptive research design and correlation analysis were used in order to understand and systematically for the realization of intended objectives to describe the effect of time management on academic performance. This research design is a fact finding study with adequate and accurate interpretation of findings and furthermore, it allows describing both qualitative and quantitative approaches (Kothari 2004).

3.2.2 Sample size

3.3 Target population

The target population of this study was all 360 at Wachamo University College of Business and Economics under graduating class. According to office of registrar of Wachemo University has a total number of Businesses and Economics is 360 students who will graduate in 2012 E.C. The study was used a simplified formula provided by Yamane (1967) to determine the required sample size at 95% confidence level and with 5% level of precision.

$$n = \frac{N}{(1+N(e)^2)} = \frac{360}{1+360(0.05)^2}$$

$$n = \frac{360}{1+360(0.0025)} = 190$$

n- Sample size

N- Target population (the total number of students who graduated in 2012 E.C) and

e- Level of precision.

As mentioned before the study has taken the sample from six departements proportionally.

The samples taken from the departements was be as follows:

To find the sample of each department we used the formula;

$$N_a = \frac{\text{Total population of each department} * \text{Total sample}}{\text{Total population of study area}} \text{ Where } n_a; a = 1, 2, 3, 4, 5 \& 6$$

Table 3. 1The summary of the sample size proportion

No	Department of FBE	Total population	Sample size
1	PADM	56	30
2	Marketing	50	25
3	Management	80	42
4	Accounting and finance	75	40
5	Economics	70	37
6	Tourism management	30	16
	Total Sample Size	360	190

Source: Wachemo University registry office

3.3.1 Sampling Techniques and procedures

To determine sample size the researcher used to this study uses simple random techniques just to make available equal opportunity of being selected for respondents of the target population. The aim of using simple random sampling is to reduce human partiality in the selection process and provides a sample that highly representative of the population, thus allowing making statistical conclusion from the data collected and also purposive sampling techniques used for this study. Therefore, the total population of this study was the respondents of 360 colleges of Business and Economics under graduating class. To select sampling from the total of 360 students the researcher was took 190 students to select sample from the total population the researcher was used simple random sampling. Ajaya and Micah (2014) designated that sampling error range is often expressed in percentage of 5% margin of error.

3.3.2 Source of data and collection procedures

To gather the necessary data for the study the researcher used the following sources: Primary data sources were questionnaires containing close ended items and open-ended .The primary data

was collected through questionnaires designed to address the intended assessment questions and assessment objectives terms and interview questions. The researcher was used primary and secondary source of data for this study. Primary source of data they was be collected from students of Business and Economics College under graduating class and secondary data gathered from published and unpublished materials regarding earlier graduates of the college. Published and unpublished materials like published books research papers, journals, internets, and websites. As it was indicated before this study used both quantitative and qualitative data collection methods. Quantitative data was collected using questionnaires, document review and an interview with college deans and departments was conducted. The questionnaire was distributed to each of the departments.

3.3.3 Method of data collection

The information was collected through a pre-tested, and questionnaire with five likert scale types (having a scale of range 1 strongly disagree to 5 strongly agree). Data consistency and completeness was check throughout the data collection, data entry and analysis. Data was coded and entered into computer using SPSS version 20.0 software. In the analysis of client satisfaction, each variable is scored on a 5 point likert-like scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Frequency distribution and percentages were calculated for selected variables.

Data was collected by using data collection instruments. Data was either primary or secondary. Primary data was new data collected specifically for study purpose; while secondary data was data that have already been collected for some other purpose (Saunders et al., 2009: 256). Data capture instrument is the item to collect data for a research project (Kent, 2007). The researcher used data collection instruments such as structural questionnaire. The primary data that are collect through questionnaires design into two parts. The first part of the questionnaire contains questions regarding respondent's profile. The questions design with multiple choice selections in numbers for convenience. The second part contained questions regarding the effect of time managements on student's academic performance.

3.4 Method of data analysis and interpretation

After the data collected, the processing and analysis was doing. The questionnaire was be sorted out by using software package/Spss version 20 to analyze the data. Descriptive data analysis method was employed together with qualitative and quantitative interpretation of data.

Correlation analysis was also conducted among time management variables. . Finally the results of the study were expressed using tables. In this paper the model are expressed using 5-point Likert scale from strongly agree (SA), Agree (A), Neutral (N), Disagree (DA) strongly disagree (SDA) with each of the points assigned a value as follows: SA =5, A=4, N=3, DA=2, SDA=1.

a. Analytical Model

The value of a dependent variable is defined as a linear combination of the independent variables plus an error term,

Overall students, $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \dots + \beta_KX_K + E$,

$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + E$

Whereby, Academic performance measures: Students cumulative grade point average (CGAP)

X1= Long Range Time Planning

X2= Short Range Time Planning

X3= Time Attitude

X4= Efficiently and Effectively use of time

β_0 is the intercept term. The intercept is defined as the average value of dependent variable(Y) when the effect of independent variables(X) is eliminated.

$\beta_1, \beta_2, \beta_3, \beta_4$, and are the coefficients associated with each independent variable which measures the change in the mean value of Y, per unit change in their respective independent variables. The regression coefficients are also interpreted as the change in the expected value of Y associated with a one-unit increase in an independent variable with the other independent variables held constant. E= is a vector of errors of prediction.

b. Test of Significance

In order to test the significance of the effects of time management variables on academic performance the study conducted Analysis of Variance (ANOVA). To establish how good the model was the focus was also on the R square value from the model summary that was generated by multiple regression output in SPSS that determined the proportion of the variations in real life that

is explained by the model .From the ANOVA of multiple regression output in SPSS. The F-statistic (Mean Square of Regression divided by the Mean Square of Residual) and the Significance (p-value) enabled conclusion on the significance of the regression and correlation results. The confidence intervals were analyzed at 95% confidence level.

3.5 Descriptive Statistical Analysis

Descriptive analysis was used to reduce the data in to a summary format by tabulation (the data arranged in a table format) and mean and standard deviation. The reason for using descriptive statistics was to compare the different variables. In descriptive analysis the variable is ranked by referring to the values of mean and standard deviation. The independent variables with the highest mean value produce highest impact on the dependent variables.

3.6 Inferential statically analyses

According to Sekaran (2000), inferential statistics allows inferring from the data through analysis the relationship between two or more variables and how several independent variables were explain the variance in a dependent variable. The reason for using inferential analysis was to analyze the relationship and to measure the effects of time management on student academic performance measured by student's cumulative grade point (CGAP). The multiple regression methods of inferential statistics were used in this study.

3.7 The Pearson Product Correlation Coefficient

This section includes the analysis of data related to effect of time management variables on academic performance.This is to investigate the relationship between time management variables on academic performance through pearson productcorrelation coefficient. The Pearson product moment correlation coefficient is a statistics that indicates the degree to which two variables are related to one another. The sign of correlation coefficient(+or-) indicates the direction of the relationship between -1 and +1. Correlation coefficient can range from -1 to +1 (Duncan and Dennis, 2004). A positive correlation indicates a direct and positive relationship between two variables.On the other hand, a negative correlation indicates inverse and negative relationship between two variables (Leary, 2004). The magnitude of correlation coefficient determines the strength of correlation. The value of -1 represents a perfect negative correlation

while a value of +1 represents a perfect positive correlation. A value of 0 correlations represents no relationship.

3.8 Multiple Regression Analysis

Multiple linear regression analysis is a method which uses more than one independent variable to explain variance in a dependent variable. Multiple regression analysis is also a major statistical tool for predicting the unknown value of a variable from the known value of two or more variables. It is used to explore the predictive ability of a set of independent variables on dependent variable.

QUESTIONNAIRES

According to Willowick (1993), the questionnaire is one of the most popular methods of data collection in scholarly research. It provides convenient way of gathering information from a total target population. As a result, necessary data/ information for this study were gathered through questionnaire. Standardize questionnaires were prepared in English, for simple to understanding of the respondents.

The questionnaires comprised close ended questions that was used to gather data from Wachamo University College of Business and Economics. The close ended item was used for the very reason that they are easier to categorize the response gathered. The item such as option (Likert scale) type was undertaken because they are suitable and quick for respondent to answer. The questionnaire was divided into three parts Part-1 of the questionnaire consists of demographic profile of the respondents, part-2 of the questionnaire related with profile of time managements, part-3 of the questionnaire consists of measurements academic performance.

INTERVIEWS

For this study structured interview questions were respondents to obtain the necessary data. Structured questions give opportunity for the respondents answer the questions as they feel and believe without any interference. Because, it helps to obtain relevant information that cannot be collected by questionnaires. Creswell (2009) Suggested that interview was used to elicit views and opinions from the participants in detail.

3.9 Pilot study

The pilot study was carried out on (no. 5) students, who constitute (10%) from control groups. The outcome demonstrated that no adjustments of the study were done, yet the time spent infilling the questionnaire was ranged between 20 to 30 minutes. The pilot study sample was incorporated into the collective of the study sample.

3.10 Reliability Test

According to Kaufman &L.aufman, (2005) reliability refers to the consistency or dependability of a measurement technique and it is concerned with the consistency or stability of the score obtained from a measure or assessment over time and across settings or conditions. Reliability test has been done to check whether the consistency or stability of the score obtained from a scale used on the questionnaire is measuring as it is needed to measure. For the test of reliability Cronbachs alpha was used as a measure of internal scale consistency using SPSS (Statistical package for social science studies).

Table 3.2 Reliability Statistics

Reliability of individual items is shown in table.

Variables	No of items	Cranach's Alpha	Remark
Academic performance	1	0.76	Good
Short range	6	0.73	Good
Time attitude	5	0.80	Good
Long range	6	0.69	Good
Effecience&Efficiency	6	0.70	Good

Finally different authors accept different values of this test in order to achieve internal reliability, but the most commonly accepted value is 0.70 as it should be equal to or higher than to reach internal reliability. The above table shows the values of Cronbach's Alpha for each variable of the questionnaire and the entire questionnaire. For the fields/category of factors, values of Cronbach's Alpha ranged from 0.69 and 0.70. This range has considered acceptable as the result ensures the reliability of each field of the questionnaire. Therefore, based on the test, the results for the items are reliable and acceptable. Hence, the validity, reliability and practicality of this study have ascertained.

Table 3.3 Descriptive statistics

	Mean	Std. Deviation	N
Students' academic performance	3.7903	.98672	180
Short- range planning	4.1626	.50390	180
Time attitudes	4.2597	.67713	180
Long-range planning	4.1462	.89659	180
Efficiency and Effectiveness	4.28172	.396398	180

The above table 3 .3 showed descriptive statistics represents the calculated means and standard deviations for the dependent Variables and independent, short range, time attitude, long range, efficiencies& efficiency. The above study shows that mean of student academic performance is 3.7903 and standard deviation.98672 the mean of short range planning, time attitudes, long range planning and, effecience&effectivenecy are 4.1626, 4.2597, 4.1462 and 4.28172 respectively, which shows that respondent are agreed that these variables effects on student academic performance and standard deviation for these independent variables are 0.50390, 0.67713, 0.89659 and 0.396398 respectively, which is shown in table above .

3.10.1 Validity of the Research instrument

Mugenda (2003) define validity as the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Orodho (2005) defines validity as the degree to which empirical measure or several measure of a concept accurately measures the concept. Respondents were asked to read through the questionnaire properly. The questions that were found ambiguous were reframed and those that were found irrelevant to the study were reconstructed after pre-test of questionnaire. Issues raised by respondents were corrected and

questionnaires were refined. Besides, proper detection by an advisor was also taken to ensure validity of the instruments. Finally, the improved questionnaires was printed and distributed.

The validity of the questionnaire data depends on a crucial way the ability and willingness of the respondents to provide the information requested. A questionnaire was pre tested on some respondents to make the data collecting instruments objective, relevant, suitable to the problem and reliable. It can clearly address how these effects of time management on student's academic Performances in Business and Economics College at Wachemo University. The relevant data was collected on effect of time management. This can better to indicate the relationship between effects of time management on students' academic performance .Moreover, to have valid conclusion, inferential statistical model was used to test the relation. Is the extent to which a measure or scale gives the correct answer. (Kirk and Miller 1986) It indicates the degree to which an instrument the validity of research the researcher took the following measures.

Data was collected using standardized questionnaires from college of Business and Economics at Wachamo University.

- ✚ Questionnaire was checked thoroughly for its validity before it was distributed to respondents.
- ✚ The questionnaire was pretested on 10% of sample number (pilot –test 18 respondents) to check the validity of the questionnaire and necessary modification was be made on the instrument.

3.10.2.1 Ethical Consideration.

According to Shamoo and Rensik (2009) it is very important for the researcher to observe and obey ethical norms in conducting their research due to the following reasons, norms promote the aims of the research, ethical standards promote the values that are essential to cooperative work ensure that researchers are held accountable to the public help to build public support for research promote a variety of other important moral and social values. The researcher in this study observed the voluntariness of the respondents and did not force them to obtain information respect of privacy respect of ambiguity and confidentiality not deceiving respondents. These details were only collected for statistical purposes. These are the principles or standards that protect the rights of participants in a research study. They are actions taken to assure safety and rights of participants are not violated what's over. These considerations are therefore usually made to ensure that research involving human or animal subjects are carried out in accordance with high ethical standards .These standards include voluntary participation informed consent ,confidentiality of information,

anonymity to research participants and approval from relevant authorities such as independent review boards (IRBs) to conduct the research study(Resnik2005) .

CHAPTER FOUR

4. Data Presentation, Analysis and Interpretations

Under this chapter data gathered through survey is analyzed and interpreted. Accordingly, the section contains respondent's profiles, data presentation, data analysis and interpretation. As indicated in the preceding chapters, this research study attempted to examine effects of time management on students' academic performance. The case of Wachemo University 2012 E.C under graduating class students. Under this chapter data gathered through survey is analyzed and interpreted. Demographic information was analyzed by using frequency distribution tables and percentages and for the general information mean and standard deviations was used by following regression analysis. Analysis was done in two parts, the first part pertains to demographic information of the respondents while second part contains analysis was of respondents answer to the questions were used to calculate descriptive statistics, correlation and regression analysis.

4.1. Description of questionnaire return rate

Hartman Headborn (1979) as stated about questionnaire return rate, 50 percent is adequate, 60 percent is good and 70 percent or more is very good. As shown in the table 4.1 below the largest return rate was 100 percent and the smallest return rate was 95 percent which was very good. The high rate return of the questionnaires might have been due to the fact that the researchers thorough orientation and strict follow up during data collection. A total of 190 questionnaires were distributed, 180 were received and 10 questionnaires were not returned from respondent. Under this the results of the data obtained from analyzing in SPSS software 20 variation were described in the following way. Finally, conclusion and recommendation was made based on the findings.

Out of the 190 questionnaires that were distributed and 180 were returned thus making the response rate 95% shown in table.

Table 4.1 Questionnaire Return Rate

Target Population/Departments	Distributed	Returned	Non Response /missing
P ADAM	30	29	1
Marketing department	25	23	2
Management department	42	41	1
Accounting and finance	40	39	1
Economics department	37	34	3
Tourism department	16	14	2
Total	190	180	10

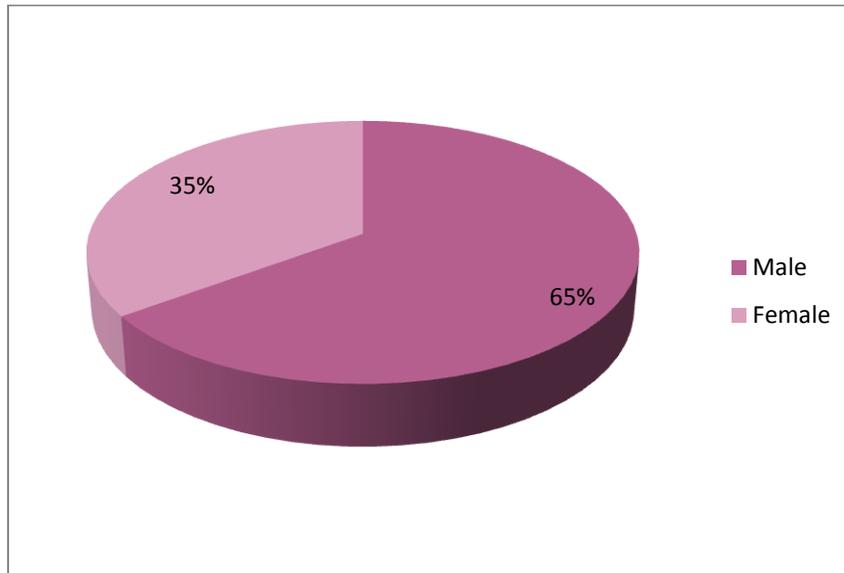
Source: Research own data (2020).

4.1.2 Demographic characteristics of the respondents

In this section the respondents profile is presented. It includes gender, age, marital status, and other descriptive parts includes.

4.1.3 Gender of respondents

Figure 4.2 Distribution of respondents by gender



Source: Research own data (2020)

As it is shown above figure in 2.1, the majority of the respondents, 117(65 %) of the students are males and the remaining 63(35 %) are females. This illustration show significant proportions of the respondents are men. This implies that the number of male respondents were greater than females respondents who participated in this study. A t- test was conducted to examine whether there is a significant mean difference in performance of males and females.

4. 1.4 Age of the respondents in years

Table 4.3 Distribution of respondents by age

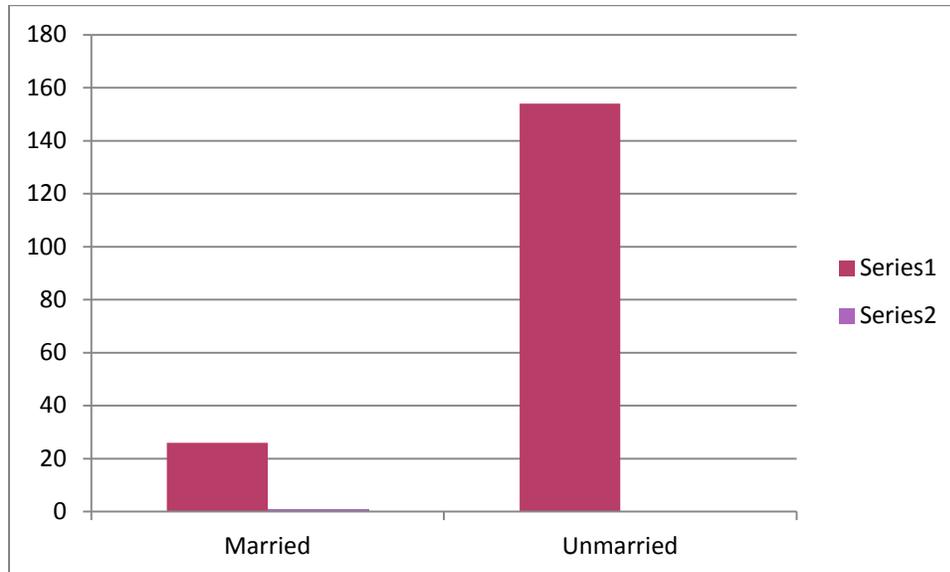
Age	Number	Percentage%
20-24	97	53.9
25-28	83	46.1
29 and above	-	-
Total	180	100

Source: Own survey (2020)

The sample response shows that in table 4.3, the respondents give information, 97(53.9%) of the respondents are in age range between 20-24 followed by 83(46%) of the respondents whose their age range between 25-28, also 29 and above are their no respondents are within the age range of 29 and above. And respondents are within the age range of 20-24 are 97(53.9%) and the remaining 83 (46.1%) of the respondents age greater than 25-28 years. From the above information we have seen that most of them are 20-24 age range.

4.1.5 Marital Statuses of Respondents

Figure 4.4 Distribution of respondents by marital statuses



Source: Research own data (2020).

The other demographic variable is marital status of the respondents, from those all students 26(14.4%) of them are married and, 154 (85.6%) of them are unmarried. From above figure we can understand that most of the respondents are unmarried.

4.1.6 Descriptive Analysis

In this section, the collected data from the selected study area and reported using SPSS 20 version. The mean value of each satisfaction factor with respect to respondents' category is analyzed and presented. According to Zaidatol and Bagheri (2009) cited in (Wogari2016) the mean score below 3.39 is considered as low, the mean score from 3.40 up to 3.79 is considered as moderate and mean score above 3.8 is considered as high as shown below.

Table 4. 5 Comparison Bases of Mean Score of Five Point Likert Scale Instruments

NO	Mean Value	Description
1	< 3.39	Low
2	3.40 up to 3.79	Moderate
3	> 3.8	High

4.1.7 Effects of time managements practice

Table 4.6 Effect of respondent’s time managements practice

Statements		SD	D	N	A	SA	Mean	St.dev
Social medial affect my time management	N	6	12	31	65	66	3.96	1.054
	p	3.3	7.2	16.7	36.1	36.7		
Carelessness affect my time management	N	5	17	33	63	62	3.89	1.072
	P	2.8	9.4	18.3	35	34.4		
Peer pressure affect my time management	N	5	17	25	85	48	3.86	1.009
	p	2.8	9.4	13.9	47.2	26.7		
Administrative system affects my time management	N	8	18	28	65	61	3.85	1.131
	p	4.4	10	15.6	36.1	33.9		
Lack of time schedule affect my time management	N	4	15	39	63	59	3.88	1.034
	p	2.2	8.3	21.7	35	32.8		
Grand mean/ st.dev.							3.888	1.888

Source: Researcher’s Survey (2020)

According to the second question, respondents gives in table 2.4 shown that whether the response carelessness affect their time management about 34.4% and 35% strongly agreed and agreed respectively, 16.7 % were neutral and the other 9.4% disagreed and 2.8% strongly disagreed. From this statement the study indicates that 65.5% of students agreed and strongly agreed with carelessness affect their time management 17.4% were neutral, 15.7% disagreed and

strongly disagreed. From this respondents information, we can say most of respondents give information with little differences are positive responses (agreed) that carelessness affect their time management with a mean vale of (3.89) which has relatively moderate with little standard deviation of (1 .072).

As above the third question, respondents gives in tables 2.4 regarding the information shown whether peer pressure affect their time management about 26.7% and 47.2 % strongly agreed and agreedrespectively,13.9% were neutral and the other 9.4 % disagreed and2.8 % strongly disagreed with peer pressure affect their time management. From this justification respondent gives information shown that 69% of students agreed and strongly agreed with Peer pressure affect their time management and, 12.5% were neutral, 17.4% disagreed and strongly disagreed. From this, illustration we can say that with difference intervals respondents gives positive responses (agreed)with a mean vale of with (3.86)which has relatively moderate with little standard deviation of (1.009).

Regarding fourth question, respondent's gives in tables 2.4 shown that whether administrative system affects their time management practices and have need supported respondents for he/her they were assigned places in their administration place. The response showed that about33.9 % and 36.1 %strongly agreed and agreed with this idea were neutral 15.6% while, only 10 % of the respondent disagreed and4.4%strongly disagreed with support provided by administrative system. From this illustration it is possible to say, the majority of the respondents gives positive responses (agreed) with ideas in administrative systems affects their time managements practice. The mean values of administrative system have effects on time managements practice with mean values (3.85) which is agreed with administrative systems with little standard deviation of (1.131).

As fifth question, respondents give the in above table 2,4 shown that whether lack of time schedule effect their time management about32.8% and 35% strongly agreed and agreed respectively21.7% were neutral and the other 8.3% disagreedand2.2% strongly disagreed from this illustration we can understood most of respondents have time scheduling to manage their time practicable and which indicates with in percents shown that 64.5% of students agreed and strongly agreed with carelessness affect their time management and 18.4% were neutral 15.7% disagreed and strongly with respectively disagreed. From this respondent information we can say

that most respondents gives information with positive responses (agreed) with a mean vale of (3.88) which has relatively agreed with little standard deviation of (1.034).

4.1.8 Time managements following programs

Table 4.7 Respondents time managements following programs

Statement s		SD	D	N	A	S A	Mean	St.de v
1.1.I am intereste d to manage my time efficiently and effectivel y	N p	5 2.8	19 10.6	57 31.7	49 27.2	50 27.8	3.87	1.07 8
1.2 .I am spending much of my time on academic program activities	N p	2 1.1	24 13.3	37 20.6	67 37.2	50 27.8	3.77	1.03 5
1.3.I have good time managem ent practice.	N p	3 1.7	15 8.3	43 23.9	81 45	38 21.1	3.76	.93 7
1.4. I can control factor of time	N p	2 1.1	20 11.1	30 16.7	71 39. 4	57 31.7	3.89	1.011

managem ent practice that affects my time																				
Grand mean/standard deviation														3.87	1.078					

Source: Researcher’s Survey (2020)

As above the first question, in table 2.5 shown that, respondents give the with regarding to information was how to following the programs to manage time whether in the respondents studying time programming and interested to manage time efficiently and effectively and how to do different tasks and gradually allowed him/her to do tasks. The response rate showed that 27.8 % of the respondents strongly agreed and 27.2 % agreed that the guiding or programming was needed in the studying, 31.7 % were neutral, only 10.6 % disagreed and 2.8% strongly disagreed with the guidance provided to manage time efficiently and effectively. From this justification we can understand the respondents are neither nor positive or negatives (neutrally) with he/her interested to manage time efficiently and effectively how to do different tasks and gradually allowed to do it with the mean value of (3.87) with little standard deviation of(1.078).

As showed in above table 2.5 gives that the information related to whether spending much of their time on academic program activities about 27.8 % strongly agreed and 37.2% agreed with in to improves their time managements practicable, 20.6 % were neutral, whereas 13.3 % disagreed and 1.1 % strongly disagreed. This implication showed that most of the respondents give positive responses (agreed) with the mean values of time on academic program activities are (3.77) and with little standard deviation of (1.035).

As number three questions, in the above tables 2.5 shown that respondents were asked whether good time management practice and planning time. The majority of the respondents which comprised 21.1% strongly agreed and 45% agreed with regard to him / her have good time management practice and planning time. Moreover 23.9 % respondents were neutral and however, 1.7% of the respondent strongly disagreed and 8.3% disagreed with concerning the

question in expressing their ideas in good time management practice. From this, we can understand that most of the respondents were relatively agreed (positive responses) with mean value of (3.76), which has standard deviation of (0.937).

As number four questions in above tables 2.5 shown that, respondents gives the whether information about controlling factor of time management practice that affect time managing practice about 39.4% of the respondents agreed and 31.7% strongly agreed controls of time managements practice to develop studying habits and use he/her time properly for next tasks 16.7% were neutral and 11.1% disagreed and 3.4% strongly disagreed with the controlling factor of time management practice that affect time managing practice. From this illustration we can say that the respondents are positive responses (agreed) with mean values of the (3.89) which has moderate value with little standard deviation of (1.011).

4.1.9 Behavior affects academic performance

Table 4 .8 Respondents behavior affect academic performance

Statements		Very High	High	Low	Very Low	Mean	St.Dev
2.1 Not positive relation with their teachers	N p	12 6.7	72 40	60 33.3	36 20	2.67	.872
2.2 Absence of regular class attendance on tutorial	N p	11 6.1	61 33.9	63 35	45 25	2.79	.891
2.3 Lack of adequate effort and carelessness	N p	12 6.7	61 33.9	70 38.9	37 20.6	2.74	.860
2.4. Lack of self confidence	N p	14 7.8	56 31.1	66 36.7	44 24.4	2.78	.907
Grand mean/standard deviation						2.745	0.8825

Source: own survey (2020)

As shown first question, in the above table 2.6 respondents are forwarded their response whether the students have positive relation with their teachers, the mean score of (2.67) which implies that

and with the standard deviation of (0.872) which shows that the response rate showed, 33.3 % of the respondents low attending class and 40 % high attending regular class attendance 6.7 % were very high and also only 20 % and very low students are less attendance on tutorial and supportive class the respondents have poor and somewhat low relationship and averagely positive relation with their teachers and females students with male teachers relationship especially female students are more affected than male students with their relationship. From the table 2.6 presented above, we can understand that respondents give positive responses (satisfied) with ($M=2.67$, $SD=0.872$) result from this study shows that low mean result on the statement.

As second question showed that in above table 2.6 respondents give the information clearly shows that the students are not absence on regular class attendance and tutorial's. The response rate showed that 35% of the respondent' slow attending class and 33.9 % high attending regular class attendance, 25% were very high and also. Only 6.1% and very high students are less attendance on tutorial and supportive class. From this information we can understand that, the respondents are dissatisfied (negative responses) that indicates relatively low with the mean value of (2.79) with little standard deviation of (0.91)

According to third question indicated, that whether the lack of adequate effort and carelessness indicated that 38.9% respondents low and 33.9% high adequate effort and 20.6 % very low, 6.7% very high and lack of adequate effort and carelessness has scored a mean (2.74) and standard deviation of (0.90). This illustration indicated respondents are response low satisfied (negative responses) with regard to lack of adequate effort and carelessness.

The fourth questions showed in above table 2.6 that, similarly respondents are responses about lack of self-confidence with indicated that, 36.7% respondents low and 31.1% high and 24.4% very low, 7.8% very high the idea that the adequate effort and carelessness is with low satisfaction the mean score of (2.78) and with little standard deviation of (0.907).

Table 4. 9 Summary of related on effect of time management’s descriptive analysis with Mean and standard deviation

Effect of time management	Mean	Standard deviation
Time managements practice.	3.888	1.06
Time managements following programs	3.8225	1.01525
Behavior affect academic performance	2.745	0.1
Overall	3.666	0.95083333

Sources: Research data results (2020)

The above table’s shows that general questionnaire for descriptive analysis of effect of time management’s practices in Wachemo University at Business and Economics College with a moderate mean value of 8.6255 with standard deviation of 2.10858333. This indicates that the general approaches of time management practices in the sampled in this study were above average. The overall approach of time managements practices were above satisfactory though it some improvements. The time management practices had mean values of 3.888 and above the overall practice of time management’s practices.

4.1.10 Correlation analyses between effect of time managements and academic performance

Moreover correlation analysis was performed to further clarify the relationship between effect of time management practices and academic performance .For this the average of 24 question o f effect of time managements were used as independent variable, whereas the average student academic performance measured by cumulative grade point average (CGPA) used as dependent variable.

Table 4.10 Summary Statistics of Dependent and Independent Variables

No	Variables	Mean	Standard deviation	Number of question
1	Academic performance	3.7903	.98672	1
2	Short -Range Planning	4.1626	0.50390	6
3	Time Attitude	4.2597	0.67713	5
4	Long - Range Planning	4.1462	0.89659	6
5	Efficiency & Effectiveness'	4.28172	0.396398	4
	Over all	4	0.698124	Total 24

Sources: Research data results (2020)

The above summary provided the statistics of the dependent and independent variables included with dependent variables that means academic performance with mean values 3.7903 and standard deviation (.98672) in the study short range that is, the independent variable has a mean value of 4.1626 with standard deviation of (0.50390) indicating that on the average respondents think that there exist moderate level of time managements but the standard deviation indicates towards the difference of opinion of the respondents. With regard to time attitudes, it had a mean value of 4.2597 along with standard deviation of (0.67713) indicating that respondents in the above moderately motivated. The mean score of long range (4.1462) with a standard deviation 0.89659 thus indicating the respondents are high and last efficiency and effectiveness with mean score is 4.28172 and standard deviation of (0.396398).

4.1.11 Correlation analysis

Like the demographic factors, the scale typed questionnaire entered to the SPSS software version 20, to process correlation analysis. Based on the questionnaire which was filled by the sample respondents of Wachemo university business and Economics College, the following correlation analysis was made. Pearson's correlation uses to associate or correlate the relationship between variables. It measures the degree to which two sets of data are related. Pearson correlation coefficient reveal magnitude and direction (either positive or negative) and the intensity of the relationship (-1.0 to +1.0). Higher correlation value indicates stronger relationship between both sets of the (Coetzee, 2003) and also interpret the result it is better to see Franzblu (1985)

definition which has five classical rules as shown below in interpreting the coefficient of correlation between two different variables.

- ❖ □($r = 0.2$ to 0.40) indicates positive but low degree of correlation
- ❖ □($r = 0.4$ to 0.60) indicates positive moderate degree of correlation
- ❖ □($r = 0.6$ to 0.80) indicates positive and marked degree of correlation
- ❖ □($r = 0.8$ to 1.00) indicates positive and high degree of correlation

Correlation analysis was respondents to check the relationship between academic performance (dependent variable) and the four factor variables. It is also shows the relationship between the independent variables themselves.

According to Muijs(2004), as indicated by Wogari (2016), Pearson correlation coefficients vary between -1 and +1, with +1 indicating a perfect relationship (a high score on variable X= a high score on variable Y), -1 a perfect negative relationship (a high sore on X=a low score on Y), and 0= no relationship. As for the strength of the relationship, the closer to + or -1, the stronger, the closer to 0 the weaker & the cut-off points for the interpretation of the strength of correlation coefficients are (+ or-) 0.80 to (+ or-) 1 is very strong; (+ or-) 0.50 to (+ or-) 0.79 is Strong correlation; (+ or-)0.30 to (+ or-) 0.49 is Moderate correlation; (+ or-) 0.10 to (+ or-) 0.29 is Modest correlation and Less than 0.1 Weak correlation. Therefore, the following result shows that the correlation of effects of time management variables with students' academic performance in Wachemo University at FBE colleges.

Table 4.11 Correlation Matrixes between Predictor Variables and Academic Performance

S.No		1	2	3	4	5
1	Short range planning	1 180				
2	Time attitude	.415** 180	1 180			
3	Long range planning	.351** 180	.485** 180	1 180		
4	Efficiency & Effectiveness	.038 180	.060 180	.290** 180	1 180	
5	Students' Academic Performance	.370** 180	.422** 180	.652** 180	.541** 180	1 180
** Correlation is significant at the 0.01, and 0.05 levels, respectively (2-tailed).						

Source: Research data (2020)

As shown in the Table 4.8 above, Time attitude, Long range planning, Efficiency & Effectiveness have positive significant correlation with Academic performance while Short range planning have also positive significant correlation with Academic performance. Moreover, table 4.8 above also clearly indicated that the correlation index for short range planning, time attitude, long range planning and efficiency and effectiveness with academic Performance. Long range planning is the first moderate correlated variable to academic performance. The correlation, ($r = .485^{**}$) shows long range planning has the first a moderate correlated positive or strong relation with academic performance. This implies the satisfaction level of long range of planning is decreasing there is an increases academic performance. That is respondents positive attitude to the long range planning will increases their academic performance. Time attitude is the second factor which its score is ($r = .415^{**}$) time attitude is the next moderate correlated positives relation with academic performance. This showed that the level of satisfaction of time attitude is positive or strong correlations with academic performance. That is, the most of respondents appreciate their time attitudes. The third correlated factor is short range planning which its score is ($r = .370^{**}$) shows moderated positive correlation or strong relation with academic

performance. This implies the most of respondents are appreciated their short planning; the higher will be their academic performance. The least correlated factor which is efficiency & effectiveness which its score is shows weak correlation with academic performance. The recent research aims to understand the impact of time managements on academic performance among the students of Department of Business Administration, Gomal University, and Dera Ismail Khan. According to the results academic performance is significantly positive relationship related to the academic performance. In general, the correlation analysis discovered that short range planning, long range planning, time attitude variables are positive or strong correlated with academic performance. However, efficiency effectiveness has not correlated with academic performance in the above table shows research variables.

4.1.12 The effect of time managements on students' academic Performance

Effect of time managements and demographic variables were expected to effects on students' academic performance either positively or negatively. Due to the existence of significant correlations between effects of time management's (short range planning, time attitude, long range planning and efficiency and effectiveness autocratic) and socio-demographic variables (cumulative grade point average) on academic Performance, it is necessary to establish the strength of the predictive relationships between the variables. Multiple regression analysis is used to establish the strengths of relationship between dependent variable (academic performance) and the predicting or independent variables, (effect of time management & socio-demographic variables). Before running the analysis of multiple regression models, it is necessary to assess whether the collected data violate some key assumptions of the standard linear regression models because an assumption violation can result in distorted and biased parameter estimations. The assumptions include sample size, normality test, multi-collinearity and independence of residuals, and it is crucial to confirm them.

4.1.13 Test of regression assumption

Regression analysis is often sensitive to sample sizes. According to Green (1991 as cited in Field 2009) to test the overall model recommended minimum sample size should be $N=50+8k$, where k is the number of independent variables. Consequently, taking into account the four (4) numbers of independent variables in the present study; $50+8(4) = 82$ which is less than observed respondents /sample size/. i.e. $50+ 8(4) = 82 < 180$. Based on these criteria,

this sample size exceeds the recommended minimum sample size to run the standard multiple linear regressions.

4.1.14 Normality Test

This assumption used for determining whether the residuals are normally distributed or not. To say the normality assumption of this study is achieved, P-P Plot dots should be closer to the diagonal line; Normal P-P plot–points should lie in reasonably straight diagonal line from the bottom left to top right Nitsuh Kassaye (2018). As shown in figure 2 .2 below the P-P plot dots are almost drawn closer to the diagonal line. Hence the assumption of normality is achieved.

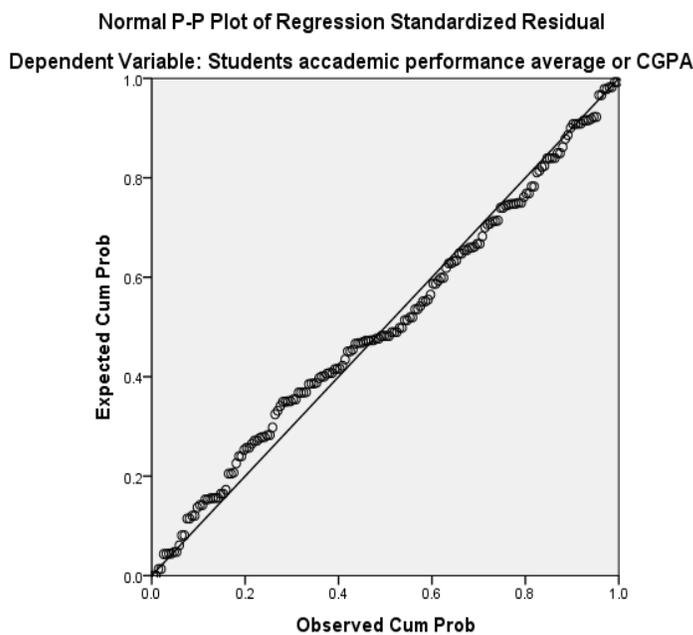


Figure 2.2 P-Plot Regressions

Normal P-P Plot of Regression Standardized Result

4.1.15 Multi-collinearity of the variables

In the case of correlation, the highest degree of correlation between independent variables there is an assumption for existence of similarity. It is considered as the problem of Multicollinearity (Kothari 2004). This is essentially the assumption that the predictors are not too highly correlated with one another. Multicollinearity can be controlled by two ways: Tolerance Values and Values of Variance Inflation Factors (VIF). Tolerance is the amount of variance in the individual variable not explained by the other predictor variables. The variation is expected between 0 and 1

A value close to 0 implies almost all the variance in the variable is explained by the other variables while, when the value is close to 1 it indicates that the other predictors do not explain the variance in that variable. On the other hand, the variance inflation factor of the linear regression is defined as $VIF = 1/T$. Field (2005) suggests that ‘multi-collinearity would be suspected if tolerance figures are below 0.10 or if VIF statistics are 10.0 or higher’, there is a signal that multi collinearity problem exists. In other words, the value of VIF should be 10 and the value of Tolerance should be >0.10 . According to the table 4.13, the tolerance for all independent variables is more than (0.10) and VIF for independent variables is less than the limited value (10.0) and so that there is no multi-collinearity between the independent variables of the model.

Table 4.12 Test for Multi-collinearity

Variables	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Short range planning	.541	1.849
Time attitude	.431	2.323
Long range planning	.398	2.511
Effeciency&Effectiveness	.750	1.334
Academic performance	.750	1.333

Source: Research Data (2020)

Independence of Residuals (Autocorrelation)

The assumption is about the value of residuals should be uncorrelated. The assumption uses model summary box. Durbin-Watson used to test the statistic assumption of residuals and the value of the Durbin-Watson statistic ranges from 0 to 4. As a general rule, the residuals are independent (not correlated from one observation to the other one) if the Durbin-Watson statistic is approximately 2, and an acceptable range is 1.50 - 2.50 (Muluadam, 2015). According to the statistical summary result below, the output value of Durbin-Watson is 1.517, approximate to 2, indicating that there is no correlation among the residuals.

4.2.1 Model Summary

Table 4.13 Regression analysis result for time management and academic performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin – Watson
1	.777 ^a	.604	.595	.308	1.517

Table 4.14 above indicates the overall significance of the model, which suggests that the regression model is statistically significant as the p-value is less than 0.05.

Model summary is shown that the relationship between time managements and academic performance. The Value of R Square is .0604 shows that 60% variation in student academic performance due to the independent variables short rang ,time attitude ,long range and efficiency and effectiveness. The result depicts that time management practices has positives impacts on the academic performance and this relationship is significant at 95% level of significance.

4.2.2 ANOVA TEST

Tables 4.14 ANOVA test result

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	25.423	4	6.356	66.815	000.000.00
Residual	16.647	175	.095		
Total	42.069	179			

a. Dependent variable: academic performance

b. Predictors: (constant), efficiency and effectiveness, short range planning, time attitude, long range planning.

The ANOVA test result in the above table shows that there is linear relationship between dependent variable (academic performance) and the set of independent variables. This means the model is adequate in explaining the relationship between independent and dependent variables.

This is because overall P value of the model ($p = 0.000 < 0.01$) shows the model is adequate at 0.5% level of significance. In other word an F-significance values was 66.815 of at df (4,175) which was greater than .05 and $P < 0.05$ was established showing that there is a probability of less than .05 of the regression models. Thus, the model is very significant.

4.2.3 Coefficient& Hypothesis Testing

Table 4.15 Coefficients model testing

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.092	.201		-.458	.648
	Short Range Planning	.142	.049	.155	2.902	.004
	Time Attitude	.106	.046	.132	2.302	.023
	Long Range Planning	.447	.062	.416	7.164	.000
	Efficiency & Effectiveness'	.253	.031	.407	8.151	.000

A. Dependent Variable: Academic Performance

From the findings in Table 4.15 the multiple linear regression equation becomes:

$Y = -0.92 + 0.142X_1 + 0.106X_2 + 0.447X_3 + 0.253X_4 + E$. As shown in table 4.15 there is a positive and significant influence of short range planning on time management students' academic performance because the beta (.155) is positive and the p-value (0.000) is less than 0.05. This means students are make a schedule for any activities to do works in program. These findings are supports in numerous studies invented that short-range planning behavior forecasting of time in the short run, surrounded by the time enclose of a week or less established a constructive relationship to grade point average. Short range planning in interface with accomplishment determined was positively associated to dealing performance as well (Nofle 2007). Academic performance is the educational objective that is accomplished by a students, 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.

There is a positive and significant relationship between time attitudes and students' academic performance because the beta (.132) is positive and the p-value (0.000) is less than 0.05. This is because of students can form study groups which facilitates better means through which students improve on their studies. Also lecturers can connect with students to provide and ready study material can be helpful and useful to students.

There is a positive and significant influence of long range planning with students' academic performance because the beta (.416) is positive and the p-value (0.000) is less than 0.05. There is a significant relationship between Efficiency & Effectiveness and students' academic performance the beta (.407) is positive and the p-value (0.000) is less than 0.05. This is so because the focus on big-picture strategic issues as much as on day-to-day activities and consistently produce strong, measurable results on impact of the academic performance on students.

Summary of the Response on the Interview Questions

An interview was conducted with the head of college dean, departments and students to get comparatively information have responded to the different question which was raised by the researcher. The first question was on what are the challenges that have an effect on student's time management practices?

The respondents are respond many factors are affect their managements internal and externally challenged for instance, if their studying habits different from one to other some are waste time ,some are electric power, carelessness, motivation on education attitudes, peer pressures, unillegal use of social media and so on

The second question what was advice about challenges?

- The respondent give the information to improve the above challenges /problems what type of measurements has been took to improve academic performance at university and following regarding the question if the institution ever encountered any difficulties in carrying out the performance management process the respondent replied by saying “most of the time waste in their carelessness and try to ignore to waste time, weakness and expand their strength however due to the late responses most of the time the higher institution is not be able to respond to the purpose of performance evaluation on the expected time management that much but, students it self. And lastly, how the students are identify where they waste their time and how to straggle to manage time by improving for their achievement in, respondents’ gives information addition to for contribution of time managements practice on CGPA results get from different supporter and individuals.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

- The primary objective of this study was to examine effect of time managements on student's academic performance in dimension of short rang, time attitude, long range and efficiency and effectiveness on academic performance in the case of Wachemo university of business and economics, under graduates. The key findings indicated that is the above all mentioned independent variables are tested positively and significantly correlate on student's academic performance. That is, as my research study has shown that successful students are good time managers. These results, however, can be generalized to the students living in the other universities.
- According to Khyber Pakhtunkhwaas a result of this it was determined that student's behavior in the category of time planning was at the highest level and behavior in the category of time management was at the lowest level.
- Descriptive statistics in the form of means and standard deviations for the respondents were computed with multiple dimensions that have been assessed through the questionnaires are presented in table 4, 6 and 7. According to literatures assessed a mean value of < 3.39 is considered to be low and 3.40 up to 3.79 moderate and >3.8 high degree .With respect to the dimensions of blow in descriptive statistics by the questionnaires , table 4, 6 and 7 are indicates that the mean value for effects of time managements practice ranges moderates with (mean = 3.888 and Sd,1.06), time managements following programs moderates with (2..mean = 3.8225 and Sd 1.01525 ,) and behavior affects academic performance moderates with (mean = 2.745 and Sd , 0.1) and also table 3.8 shows that in the above table summary of Statistics of dependent and independent variables have with respect to the dimensions of blow in correlation analysis by the questionnaires with (mean =3.2975 andSd , 0.59).

Correlation between effect of time managements and students' academic performance

- It therefore appears that moderate performances of respondents in the given mentioned four effect of time management (short range planning, time attitudes, long range planning and efficiency and effectiveness) is improvements per their response and moderate the other and the other above mentioned one is satisfactory performance per their response.
- The parson's product moment correlation coefficient was computed for purpose of determining the relationship between effect of time management (short range planning, time attitudes, long range planning and efficiency and effectiveness) and academic performance, on the other hand with performance improvement of respondents.
- In order to describe the relationship between various factors of time managements on academic performance improvement, the sub dimensions of the questionnaires were correlated.
- The table shows that there is statistically positive and significant relationship among all variable time management and academic performance. However, the correlation between academic performance and short range planning is 37% and the significance value is equal to 0.01, which is significant at the 0.05 percent level.
- Likewise, correlation between academic performance time attitudes and is 42% and the significance value is equal to 0.01 which is significant at the 0.05 percent level and correlation between academic performance and long range planning is 65% and the significance value is equal to 0.01, which is significant at the 0.05 percent level and last correlation between academic performance and efficiency & effectiveness is 54% and is significant values is equal 0.01, which is significant at the 0.05 percent level.
- The Pearson's correlation matrix obtained for the five interval scale variables is showed in the table. From the results, we can see short range planning, time management, long range planning and efficiency and effectiveness are significantly positively related to academic is correlated.

Regression between time management and academic performance

- From the regression analysis, the first, between time management and academic performance (combined of all dependent variables) resulted with $r = 0.60$ $p < 0.001$. This value of this indicates a positive moderate degree of this at p value less than 0.01.
- In the second, between time management and academic performance resulted in to positive moderate degree with $r = 0.38$ $p < 0.001$. This value of this indicates a positive moderate degree of at p value less than 0.01.
- In the third, between time management and academic performance resulted in to positive moderate degree of correlation with $r = 0.290$, $p < 0.001$. This value of this indicates a positive moderate degree of at p value less than 0.01.
- However, in the fourth, between time management and academic performance resulted in to positive moderate.
- Generally the regression analysis for this study confirmed that the time management have significant factor on academic performance among WU respondents. On the other hand, the regression analysis indicated that in the above shown, academic performance is explained by time management, Each independent variable is also regressed aligned with academic performance and the result shows that all the independent variables can explained in the dependent variable i.e. academic performance.
- Hence, Tesser, 1991; Misra&Mckean2000; Talib2012). The deference is also statically significant in all sub-scales (short range planning dimension, time attitude and long ranger dimension and efficiency and effectiveness) of the time management scale being high achiever, moderate achiever or low achiever student in their academic achievement. Both Britton and Tesser (1991) and Macan, et al (1990),reported that a student ability to manage their time successfully and productively is clearly related to academic performance the better a student's time management, the better their grades and the less stress they experience in regards to their academic life. With respect to the year of study, the result showed that the student time management scores were not significantly different between students due to their year of noise, since they are leading and there is no much difference about knowing the university condition.

5.2 Conclusion

Base on the findings, the following main conclusions are drawn:-

- The effect of time management on academic performance positively students who are able to manage time well may be protects at risk for underachievement.
- Time management scores of the student's show the way to score of academic achievement as talented students who scored reduced in academic achievement gained significantly lower in time management.
- A relationship found between time management practices, academic achievements and stress reduction as the research study demonstrated that an association exists between anxiety decrease, practices of time management and higher academic success.
- The degree of association between Short Range Planning and student academic performance i.e.37 percent and also shows positive value and probability is also high
- There is degree of association between time attitude and student academic ; long range planning and with student academic performance are 42 percent, 65 percent and 54 percent correspondingly as shown.
- ✓ There is a degree of association between Short Range Planning and student academic performance i.e.37 percent and also shows positive value and probability is also high. There is degree of association between time attitude and student academic ; long range planning and with student academic performance are 42 percent, 65 percent and 54 percent correspondingly as shown. Therefore, it can be argued that the students' time management academic achievement even if it is low and these skills are one of the predictors of grade point averages.
- ✓ For that reason, it is essential to make the students obtain time management practice beginning in their preschool years in order to grant a successful in higher institution because some skills and attitudes can be acquired more simply than normal during this period (Tanriogen and Iscan2009). The conclusions obtained are consistent with the studies by Britton and Tesser (1991) Macan (1990) and Tanriogen and Iscan (2009).

- ✓ Finally, a lot of factors affect students' academic performance, and these conclusion shows that the time management practice at Wachemo university students have a distinguished as the effect on their academic performance. These results show the importance of a student's effective time management as well as the other factors affecting a student's academic performance.

5.3 RECOMMENDATIONS

Based on the findings and conclusion of the study, the following recommendations are suggested:

- ❖ WU should build the program for the students and teacher that provides time planning and how to manage time successfully.
- ❖ University should develop what to optimize its capacity to help its students to bring improved time mgt.
- ❖ University should strategic theme and assuring academic excellence.
- ❖ It should be create right opportunity to manage their time professionally and successfully to reach the highest levels of academic achievement.
- ❖ It should be improve if the administration of the college provides proper leaning facilities to the students.
- ❖ Students must be performance improvement if they have good and effective communication skills and good competence in English.
- ❖ University being informed about important of linkage, and university students should start managing their own time exercise and learn how to manage time and decrease anxiety to improve their academic performance.
- ❖ Students should know well about their capacities and their competences and then he/she performs well.
- ❖ Guiding workshops on time management skills for medical and nonmedical students and increase awareness about time management among students.
- ❖ Addition lectures on time management in the core curriculum for the nonmedical necessity to write priorities for the next day.
- ❖ Encourage the time management habit between students by predict the consequences of each option, each action you might take.
- ❖ Wachemo University distributes each large task into easy tasks according to time management.
- ❖ Students should have a plan for managing and measuring time.

- ❖ In general, to provide effective time managements on improve academic performance in university should be scheduled to develop clear performance measurement system before and after training.

5.4 Recommendations for the future research

- The purpose of this study was to investigate the effect of time management on academic performance of students in regular program graduating students at Wachemo University.
- Future research could also investigate this study directly focuses on Entrepreneurship attitude, behavior, and motivation, stress that are not studied and the other researcher try to conducts in extension program students in the above problems.

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Appendix 1

Jimma University

College Of Business and Economics

Postgraduate Program Directorate

Department Of Management

MPM Program

Dear respondents!

The questionnaires are prepared by Masters of Public Management (MPM) for undergraduate student for the purpose of writing thesis on the title: **Effect of time management on student academic performance in college of Business and Economics at Wachemo University**. Your cooperation in providing genuine answer for the following questions timely is vital for the accomplishment of this study on time and highly important for the success of this study. Your responses will be kept confidential because, this data is only for academic purpose and cannot affect you in any case.

Thank you for your cooperation!!

Please note that:

- You need not write your name and any other personal identifier except the requested ones.
- To those questions with alternatives, please, mark your responses by putting “X” or “√” in the boxes provided.
- For any additional opinions, you are kindly requested to write your responses on the blank space provided

Part –I: persona data for respondents.

1. Gender (use “X” or “√”) Male Female

2. Age (use “X” or “√”) 20-24 25-28 29 &above

3. Martial statuses; Married Unmarried Windows
Divorced

4. Year of class 1st 2nd 3rd

5. Cumulative grade point average (CGPA) -----

Part II: Research related questions in descriptive parts

1. Research related questions in descriptive parts with factors which affect time management practice.

Table 1. Research related questions in descriptive parts

Statements	S	A	A	N	D	SD
No						
1.1 Social medial affect my time management	5	4	3	2	1	
1.2 Carelessness affect my time management						
1.3 Peer pressure affect my time management						
1.4 Administrative system affect my time management						
1.5 Lack of time schedule affect my time management						

Source: survey questionnaire (2020)

2. Students related time management follow programs

	Statements	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>
No						
1.6	I am interested to manage my time efficiently and effectively	5	4	3	2	1
1.7	I am spending much of my time on academic program activities					
1.8	I have good time management practice					
1.9	I can control factor of time management practice that affects my time managing practice					

Source: survey questionnaire (2020)

3. Related to Students' behavior that Affect Students' Academic Achievement

No	Statements	Very high	High	Low	Very low
2.1	Not positive relation with their teachers	4	3	2	1
2.2	Absence of regular class attendance				
2.3	Not positive relation with female and male students				
2.4	Less attending on tutorial and supportive classes				
2.5	Lack of my self confidence				

Source: survey questionnaire (2020).

Part-III: Research related Independent Variables questions.

4. Students' responses on time management skills Questionnaire

Table 2. Research related Independent Variables questions

Q1.Short-Range Planning(small – variety)	SA	A	N	D	SD
	5	4	3	2	1

1. Do you make a list of the things you have to do each day?					
2. Do you make a schedule of the activities you have to do on work					
3. Do you plan your day before you start it?					
4. Do you write a set of goals for yourself for each day?					
5. Do you have a clear idea of what you want to accomplish during the next week?					
6. Do you spend time each day planning?					
Q2.Time attitudes(point of outlook)					
1. Do you continue unprofitable routines or activities?					
2. Do you believe					

that there is room for improvement in the way you manage your time?					
3 Do you feel blame of your own time, next to a great?					
4. On a regular class day do you spend more time with personal grooming than doing reading?					
5. Do you make beneficial use of your time?					
Q3.LongRangePlanning(time-consuming variety)	SA	A	N	D	SD
1. The night before a major assignment is due, are you usually still working on it?					
2. Do you have a set of goals for the full quarter?					
3. Do you regularly keep your writing table					

clear of everything other than what you are currently working on?					
4. When you have several things to do, do you think it is best to do a little small part of work on each one?					
5. Do you regularly review your class notes, even when a test is not coming up?					
6. Do you set and principle priorities?					
Q4.Efficiency &effectiveness'(co mpetence and success on time)	SA	A	N	D	SD
1. We always as ourselves, How can we do better tomorrow what we did today?"					
2. We focus on big-picture strategic issues as much as on day-to-					

day activities.					
3. We are able to work through differences of opinion without damaging relationships					
4. We consistently produce strong, measurable results					

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JIMMA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
POSTGRADUATE PROGRAM DIRECTORATE
DEPARTMENT OF MANAGEMENT
M PM PROGRAM
DEAR RESPONDENTS!

The questionnaire is prepared by Masters of Public Management (MPM) for under graduate student for the purpose of writing thesis on the title: *effect of time management on student academic performance achievements in college of business and economics at Wachemo University*. Your cooperation in providing genuine answer for the following questions timely is vital for the accomplishment of this study on time and highly important for the success of this study. Your responses will be kept confidential because, this data is only for academic purpose and cannot affect you in any case.

Thank you for your cooperation!!

Appendix 2
Interview Question

PART III: open ended type of questions

18. What are the challenges that have an effect on student's time management practices?

19. What are you advise for above mentioned challenges and what you give as the solution for this challenges?

20. Identify where you waste your time?

21. How you are straggle for managing your time?

22. When you used your time effectively last semester of the have the impact on contribution of time management practice on your CGPA?

23. What do you think in order to develop time management put into practice?

24. If you have additional information about time management practice and its effects/impacts on
