

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**University of Jijel - Mohammed Seddik Ben Yahia**  
**Faculty of Letters and Languages**  
**Department of Letters and English**

**The Impact of Time Management on Students' Scores**

The Case of Second Year Master Students at the Department of English,  
University of Mohammed Seddik Ben Yahia, Jijel.

**Dissertation Submitted in Partial Fulfilment of the Requirements for  
a Master's Degree in Didactics of English**

Submitted by:

Adem ALIOUA

Salim BOUBACIR

Supervised by:

Ahcène KERDOUN

Board of Examiners:

Chairperson: Dr. Fateh Bounar

Mohammed Seddik Ben Yahia University, Jijel

Examiner: Mr. Redouan Naili

Mohammed Seddik Ben Yahia University, Jijel

Supervisor: Mr. Ahcène KERDOUN

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## **Dedication**

I dedicate this work to my parents for nursing me with love and support.

To my sisters Hadjer and Salsabile.

To my brother Merouane without whom this work might not have been accomplished.

To my brothers Islam, Wadoud, and Wassim for being around when no one else was.

To all the teachers of the Department of English at Tassoust University and all the academic staff that helped me to learn and study.

May Allah bless you!

Adem.

## **Dedication**

I dedicate this work to my beloved parents, for their endless love, support and encouragement.

To my brothers: Walid, Ammar, Moussa, and Amine.

To my sister: Hadjer

To my sister : Rima and her Husband Saleh

To my nephew: Sohaib

To my aunts and uncles

To my grandparents

To all friends and colleagues

And to any individual, be it alive or passed away, close or distant.

May Allah keep you safe !

Salim.

## **Acknowledgements**

Above all, all praise, thankfulness and gratitude to Allah for all the success we have achieved as persons and students.

We would like to express our gratitude to Mr **Ahcène Kerdoun** who delicately supervised our work and made sure we proceed correctly throughout the different parts of our study.

Thank you Sir **Ahcène Kerdoun** for your time, patience, appreciation, and acceptance.

Thank you for your advice and constructive feedback which greatly helped us to proceed in our work. Thank you sir for your method of teaching because you truly reflect what the prophet saying “ Convey from me even an Ayah of the Quran”.

We must express our gratitude to the board examiners for devoting their valuable time to read and evaluate our work.

We would like to thank participants in our questionnaire who have shared their precious time to answer the questions.

A big thanks goes to our parents, sisters, and brothers who supported and encouraged us in our journey.

Also, we would like to thank our friends for their understanding and encouragement. Your friendship makes our lives a wonderful experience.

At last but not the least, we are thankful to all teachers and colleagues who have been always helping and encouraging us.

## **Abstract**

This study has investigated the impact of time management on Master two student's scores at the department of English University of Mohammed Seddik Ben Yahia. In this research, it is hypothesized that if a student manages his/her time well, he/she will achieve better scores. To achieve the research aims of this study, the data was collected through one research tool, the questionnaire. The latter was administered to twenty-five second year Master students at the department of English aiming at evaluating the impact of time management on students' scores through considering students' perceptions and prior achievements. The findings indicate that time management has an important effect on the students' academic achievements generally defined by scores. This implies that raising students' awareness regarding efficient time usage through planning and task understanding is a prerequisite in achieving better scores. It is, then, advisable that time management strategies for success in multitasking be incorporated in corresponding curricula.

*Keywords:* Time management, scores, multitasking

## **List of Abbreviations and Symbols**

**%**: Percentage

**EFL**: English as a Foreign Language

**N**: Number

**P** : Page

**Q** : Question

**VS** : Versus

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## **General Introduction**

Time management is one of the important factors that affect our final results or achievement. University students in their first years could be surprised by the new culture of higher learning institution. They find more space and free time than ever. Thus, lectures are just an introduction to the subject, and teachers are no longer interested in who attends or disregards their sessions. Furthermore, students encounter more people in their new society, and since their social circle grows larger, they could be easily distracted from their first priority, which is to study. The latter requires huge effort from the students. They should always be aware and ready to research and do presentations. Consequently, the most important condition to avoid the pressure, which results from the accumulation of lectures and tasks, is to be aware of their time usage and, thus, its management.

### **1. Background of the Study**

Research regarding the impact of time management on students' performance has gained popularity in the modern era. It follows that researchers are in constant progress looking for more innovative designs. Such designs drive teachers and students to be more concerned with teaching and learning the attitudes concerning time management as an effective tool for self-development. This aim was supported by Brigitte, Claessens, Eerde, & Rutte (2005, as cited in Nasrulah & Khan, 2015) who maintained that time management plays a vital role in improving student's academic performance and achievement. Accordingly, each student should have the time management ability which includes setting goals and priorities, being organized in using time, and using time management mechanization. Here, time management is possible only through self-motivation, performance, and ability. In fact, time management could be significant for the progress of the learning process encouraging, then, the current study.

For time management, Kaya, Kaya, Palos & Küçük (2012) have conducted an investigation on assessing time management skills in terms of age, gender, and anxiety levels. Their study is a descriptive cross-sectional study. It has been conducted with nursing and midwifery students in order to determine how factors such as age, gender, and anxiety levels influence the ability to manage time. A total of 584 students were selected for a stratified sampling into male and female. Besides, the data were collected using a student information form, time management inventory, and State-Trait Anxiety Inventory. The results have showed that nursing and midwifery have mid-levels of time management skills. Moreover, females are able to manage their time better than male students are whereas the students' time management skills decrease as the levels of anxiety increase.

In Ghana, Asimah, Kong, Nyarko & Beraud (2018) investigated the effect of productivity in financial institutions. The aim of this study was to explain the causes of time mismanagement in a bank. This study was descriptive in nature and the data was collected through interviews and questionnaires. Finally, the results of the study explained that receiving phone calls during work, interruptions from colleagues and senior staff were the main causes for time mismanagement in the bank.

The third reviewed study was conducted by Gayef, Tapan & Sur (2017) to investigate the relationship between time management skills and academic achievement of the students. It aimed at determining the relationship between time management skills of the students and their academic achievements. Therefore, it evaluated the differences in time management skills according to the socio-demographic characteristics. Furthermore, the socio-demographic questionnaire and time management inventory have been used as tools of data collection. This study yielded that female students' academic success was higher than men's success; while the scores of the students' academic success showed that those living in the metropolis significantly scored higher than students living in province. In addition, it has

been found that there is no significant difference between student's time management subscales and their academic success in accordance to their working status and the educational status of their mothers and fathers.

Hafner, Stock & Oberst (2014) have directed an investigation under the title of decreasing students' stress through time management training. This study aimed at examining the effect of time management training programs on the perceived control of time and the perceived stress in the context of higher education. For this aim, researchers have used a non-equivalent dependent variable design with perceived stress and have used perceived control of time as dependent variables, as they should be influenced by training and demands as control variables that should not be changed. The results have indicated that the perceived stress has decreased and the perceived control of time has increased after training; whereas, demands have not changed. Therefore, the investigation concluded that time management training might not be beneficial for undergraduate student's well-being.

In Pakistan, Nasrullah & Khan (2015) investigated the impact of time management and students' academic achievement. The study was driven by the aim of determining the relationship between time management skills and academic achievement of the students. In addition, the design of this research study was quantitative-cum-qualitative. Thus, questionnaires and interviews were used as means of data collection. The results have shown that time management is highly related to the academic achievement of the students.

The aforementioned studies form a useful database and mark the direction of this research as they establish its importance. Although, the literature is varied in terms of time management value in the academic life of students, the reviewed studies have investigated either the psychological side of students in relation to time management or the impact of time management on the general term of academic achievements. Depending on the researchers' current knowledge, there has not been any research that was conducted to investigate the

impact of time management on students' scores. Moreover, the students' scores are the most defined and controlled component (variable) in terms of academic achievements.

## **2. Statement of the Problem**

Since time management is related to students' scores, good time management attitudes are the keys to improve the academic scores and achievements. Most of students are struggling during their preparation for exams, because they always start preparing for them late. Additionally, the preparations start few days before the date of examinations. As there would be a huge package of lectures that should be analysed and understood, students find themselves juggling between several modules, long lectures and not enough time. On the other hand, time management strategies are a concept that is used to be heard in the classroom. Teachers are always advising their students to have good time management attitudes and plans, but not many teachers teach the practical way of how to manage time. Otherwise, they only give a surface description like to start with the easy modules. Consequently, most of the students continue to suffer from time-wasting and procrastination.

## **3. Aim of the Study**

The aim of the study is to investigate the impact of possessing good time management attitudes on English students' scores at Jijel University since it is necessary for them to work out and inside the institution; also, it aims to show the impact of this phenomena on students' discipline and behaviour.

## **4. Research Questions**

The present research addresses the following research questions:

1. What is the relationship between time management and students' scores?
2. When does time management become an important factor of success or failure?

## **5. Hypothesis**

The Present study is driven by the hypothesis that if a student manages his/her time well, he/she will achieve better scores.

## **6. Means of Research**

This study is descriptive in its design as it investigates the role of time management in obtaining good scores and achievement, and to reveal the strategies that are used by students in order to achieve that aim. In order to investigate the topic under discussion and answer the previous questions, one instrument is used, the questionnaire. This is administered to 25 second year Master EFL students, representing the population of this study.

## **7. Structure of the Study**

This dissertation is divided into three chapters: two theoretical chapters and one practical chapter. It also provides a general introduction and a general conclusion.

The first chapter includes one section. It provides a general overview of time management through defining it, highlighting its importance, and specifying its elements.

The second chapter discusses the relationship between time management and scores. It is composed of two sections: a section is about scores and another about the relationship between time management and scores. The first section explains how scores lead academic achievement. It defines the term of scores and simplifies the measures of the students' achievements with providing their individual and social importance. The second section of this chapter sheds light on the relationship between time management and scores. It explains the mechanism of the process of planning and scheduling tools, which are calendars, lists, and their use besides, discussing the principles of time management and strengthening students' perception concerning time use.

The Third and final chapter is the practical part of the dissertation. It explains the design of the study and the adopted methodology. It also analyses the questionnaire

administered to students. Finally, it gives some pedagogical recommendations and suggestions and exposes the limitations of the study.

# **Chapter One: Time Management**

## **Introduction**

1.1. Definition of Time Management

1.2. Elements of Time Management

1.2.1. Goals Management

1.2.2. Tasks Management

1.2.3. Priorities

1.2.4. Calendar Utilisation

1.2.5. Procrastination Management

1.2.6. Reminder System

1.3. Importance of Time Management

## **Conclusion**

## **Chapter One: Time Management**

### **Introduction**

In the modern era, time management has gained an exceptional interest from researchers in general and particularly from academic institutions. For the latter, the use of time management models is certainly notable. Its mechanism characterizes their progress throughout a year, a month, or a semester. For that reason, a time management plan is designed according to the objectives of the institution. This section discusses some definitions of time management. Second, it examines different elements of time management. Finally, it also attempts to shed light on the importance of time management.

#### **1.1. Definition of Time Management**

Time management is the act of organising time properly for the purpose of getting things done in a specific time or before deadlines. Mercanlioglu defined time management as ‘self-management with an explicit focus on time in deciding what to do; on how much time to allocate to activities; on how activities can be done more efficiently and on the time is right for particular activities’ (Mercanlioglu, 2008, as cited in Razali et al., 2018). According to Claessens, Van Eerde, Rutte & Roe time management is defined as “ ‘behaviours’ that aim to achieve an effective use of time while performing certain goal-directed activities.” (as cited in Razali et al., 2018). Meaning that time management is taking some steps and actions into consideration in order to reach some required objective efficiently. As reported by Forsyth (2009), “ time management is a crucial skill. It can enhance personal productivity, allow you to focus on priorities, and ultimately act directly to improve your effectiveness and hence the overall success of the organization.” (p. 1). Walsh (2008) believes that time management is the way of managing assignments, and how to accomplish tasks skilfully. Time management is also defined as knowing the best time for starting a task or any other activity; “time management is selecting or the ability to select for maximum effect of the

precise moment for beginning or doing something'' (Hedda & Törnroos, 2002, p. 35). Levin (2007) stated that management is series of choices. a skill that enables you to differentiate between what you need to do and what you had preferred to do.

## **1.2. Elements of Time Management**

For successful time management, there are different elements that have to be considered. Jussila (2011) proposes that it is necessary that you learn to be aware of the elements of time management and use them in order to manage your time well. These elements include goals management, tasks management, priorities, calendar utilisation, procrastination management, and reminder system.

### **1.2.1. Goals Management**

A life without goals is nonsense. By having certain goals in life, a person will be ready to face difficulties, to organise himself, and to achieve what he wished for. So goals are very important. (Jussila, 2011)

### **1.2.2. Tasks Management**

As claimed by Jussila (2011), task management is simplifying a group of complex tasks in small tasks, so it will be easy to do them in a specific period of time. Thus, deadlines will never be missed when following this routine.

### **1.2.3. Priorities**

Prioritising is the ability of giving importance to a task or a work over another. Starting with the most important in order to finish works needed to be done first. To sum up, it is an important skill that everyone needs to acquire and use it in daily life. (Jussila, 2011)

#### **1.2.4. Calendar Utilisation**

The use of calendar is important for everyone, such as students, workers, and employees. It helps in knowing the upcoming events, important meetings, and important assignments. Finally, there are many kinds of calendars such as online calendar, mobile calendar, and desk calendar. (Jussila, 2011)

#### **1.2.5. Procrastination Management**

According to Jussila (2011), "everyone has a tendency to procrastinate and, for some, it is a feeling that is very difficult to resist. However, for one to be a successful time manager, one must learn to resist the calls of procrastination" (para. 8). Meaning that procrastination is a major issue that everyone may suffer from. So, in order to be a good time manager, everyone should get rid of procrastination.

#### **1.2.6. Reminder System**

Jusilla (2011) stated that reminder systems are used as a reminder for daily important tasks. For example, emails, applications, and postcards.

### **1.3. Importance of Time Management**

The process of time management is considered to result in numerous benefits for students besides enhancing their scores. Misra & Mckean report that being committed to time management principles has a remarkable effect on stress, while Kearns & Gardiners claim that time management is a key factor for developing performance and lowering stress and anxiety in higher education (as cited in Adams & Blair, 2019). In addition, Krause & Coates report that time management explores better study habits, and strategies for success concluding that time management is a means of controlling activities and developing student's life quality (as cited in Adams & Blair, 2019). O'Connell mentions that having control over time of sleep, exercises, and appropriate diets leads to strengthen students' health system (as cited in Adams & Blair, 2019). Moreover, Kelly (2002) highlights the

importance of filling the free time column besides the ability to estimate task time and providing techniques of how to start working on tasks, empowering focus, and balancing the task (as cited in Adams & Blair). As Claessens, van Eerde, Rutte, & Roe (2004) and Wang, Kao, Huan, & Wu (2011) stated, time management provides also the ability of controlling free time and increasing studies which have loose deadlines. (as cited in Adams & Blair, 2019)

### **Conclusion**

Concluding what we have discussed before, we can say that time management is an essential skill. The development of this skill is very important for EFL students, because it helps them in managing their time. In addition, in order to be a good time manager, you have to take into consideration the essential elements of time management.

# **CHAPTER TWO: SCORING**

## **Section One: Scores**

### **Introduction**

2.1.1. Definition of Scores

2.1.2. Measures of Academic Achievement

2.1.2.1. Grades

2.1.2.1.1. Functions and Importance of Grades

2.1.2.2. Educational Degrees

2.1.2.3. Standardized Achievement Tests

2.1.3. Importance of Academic Achievement

### **Conclusion**

## **Chapter Two: Scoring**

### **Section One: Scores**

#### **Introduction**

University students consider scores as an objective for their efforts since scores are the factor that decides students' failure or success. Therefore, it is important to explain the value of scores in terms of academic achievement. First, this section provides definitions of scores and its components. Second, it continues with the explanation of how academic achievements are measured. Finally, it sheds light on academic achievement in higher education and its importance.

#### **2.1.1. Definition of Scores**

Scores are the result of an individually examination or the whole results of examination (the average by the end of each semester or the end of the year). These scores show the overall level of students at school or university, "Academic achievement refers to students' learning outcome of a school curriculum. It is a crucial indicator of education quality." (Tiang & Sun, 2018, p. 1). According to Spinath (2012), academic achievement refers to the scores obtained by students in mental modules such as mathematics, physics, etc. It refers also to the intelligence degree of students and the whole society.

#### **2.1.2. Measures of Academic Achievement**

Academic achievement is important in education. Due to its importance, many researchers studied about academic achievement. Spinath (2012) distinguishes two important measures of academic achievement. These measures are: grades and educational degrees, and standardized achievement tests.

### **2.1.2.1. Grades**

According to Spinath (2012), grades are a pedagogical means that is usually used to evaluate and quantify the students' academic achievement in schools and higher education settings. He stated that: "Grades are ecologically valid measures of academic achievement because allocation and selection decisions for higher education and job positions are, to a large extent, based on grades. This makes grades a very important issue for psychological research." (2012, p. 2)

#### **2.1.2.1.1. Functions and Importance of Grades**

Grades play an important role in enhancing students' academic achievements particularly in higher education settings. According to Spinath (2012), grades help students to know their strengths and weaknesses in a certain module so that they will recognize their weaknesses in the coming tests. They are considered one of the best evaluation techniques to keep students familiarized with their performance. Moreover, grades motivate students impressively to achieve high scores. Similarly, students of good scoring are supported to maintain the same efforts. On the other hand, students of average scores are also encouraged to improve their scores. In addition, teachers and parents can evaluate the learning behaviour of their students/children through grades in which lack of discipline in the student's behaviour is highly marked as a reflection of their poor grades. Furthermore, Spinath considered grades as the criteria for allocating the desired resources for students such as getting scholarships or jobs.

#### **2.1.2.2. Educational Degrees**

Spinath (2012) stated that: "Educational degrees are another type of indicator of academic achievement. Educational degrees depend directly on the grades accumulated over the educational career. They are the most important prerequisite for admission to higher education and job positions." (p. 3). To put it differently, educational degrees are another

important kind of academic achievement measurement which are basically based on the scores achieved during their academic career. These grades help students to attain a successful education and get a job in the future.

### **2.1.2.3. Standardized Achievement Tests**

Standardized academic achievement tests are another type of academic achievement measurement. They are a group of tests made by teachers in order to evaluate students. According to Spinath (2012), "Standardized achievement tests vary with regard to the degree to which they are curriculum based. A test that is meant to assess knowledge and skills that have been acquired at school has to be curriculum based" (p. 3). In other words, these tests are organised by specialists of the educational systems at schools, universities, or any educational institution. In addition, the main purpose of standardized achievement tests is giving a clear and a pure measuring of students' academic achievement unlike grades. Thus, standardized achievement tests are very important for indicating students' academic future as well as their jobs in the future. (Spinath, 2012, p. 3)

### **2.1.3. Importance of Academic Achievements**

Spinath (2012) identified the importance of academic achievements into different major categories. These categories are individual perspective and societal perspective as well as the educational and psychological perspective.

First, the individual level, academic achievement plays a crucial role in students' life after graduation. The higher scores and grades are, the higher chances to be gained in the academic career. Consequently, the higher chances for finding a job with a good salary are provided. Moreover, if students have better scores at schools and colleges, they will have the priority for studying at high-level universities. To sum up, academic achievement is very important for all students. (Spinath, 2012, p. 1)

Second, socially, Spinath (2012) said, “academic achievement is regarded as the most important prerequisite for societal prosperity. The more educated a society is, the higher the chances for a positive socio-economic development.” (p. 1). This means that students’ academic level reflects the development of the whole society on the economical side, cultural side, and other domains.

Thirdly, academic achievements have become amongst the most studied subjects in both educational and psychological research due to its vital importance. (Spinath, 2012)

Finally, academic achievement are crucial and important for students. It helps them in their educational journey and guides them to the achieve their goals and objectives in the future.

### **Conclusion**

To conclude, it can be viewed that scores and academic achievements are very important for student individually and for the whole society. By having good scores at educational career, students will have better chances in their future life. Thus, the more educated society is, the more it is developed in all domains.

## **Section Two: Time Management and Scores**

### **Introduction**

2.2.1. Mechanism of Time Management

2.2.2. Principles of time management

2.2.2.1. Making objectives

2.2.2.2 Task comprehension

2.2.2.3. Time Estimation

2.2.2.4. Divergence

2.2.2.5. Deadlines

2.2.2.6. Relaxation

2.2.2.7. Designing a Super Time Table

2.2.2.8. Productivity

2.2.2.9. Time Wasting

2.2.2.9.1. Forgetting About the Task

2.2.2.9.2. Lack of Clarity about the Desired Outcomes

2.2.2.9.3. Far Deadlines

2.2.2.9.4. Distractions

2.2.2.9.5. Perfectionism and Fear of Failure

2.2.2.9.6. Lack of motivation

### **Conclusion**

## **Section Two: Time Management and Scores**

### **Introduction**

This title expresses the relationship that occurs between two elements of learning which are time and scores. It aims at explaining the rational use of time which enables students to get good scores through the explanation of time management mechanism and the application of its principles and equipment. Therefore, the secret for scoring better in examinations is structurally revealed.

#### **2.2.1. Mechanism of Time Management**

Claessens et al., 2007, (as cited in Chukwuji, Oshun, Chukwuemeka-Nworu, Okeke, & Agu, 2018 ) stated that good time management involves scheduling the important tasks and activities. They claim that establishing a plan and using calendars, besides self-discipline to maintain the flow of tasks are the most effective way for time management.

Newport (2007) admitted that the majority of the interviewed students for his book (How to become-a-straight A student) emphasizes that getting good scores is not a matter of cramming; it is the ability to get things done with minimum of time and effort. He added that humans, by nature, do not prefer to work for long hours; instead, humans prefer short-term tasks. This is the reason why students are not happy with the idea of spending long hours in revision. Moreover, Newport (2007) stated that good students take short breaks after every one hour of studying.

Newport (2007) suggested that planning a time use strategy requires the following:

- A calendar: it is a document where all official appointments are registered according to their dates.
- A list: any piece of paper where a time manager writes down the tasks that are given by his teacher beside all the tasks that interrupt his day.

According to him, a calendar should include the official of schedule of the day. It describes the tasks that a student should accomplish during the hours of that day. Additionally, it should be adopted every morning through the selection of the tasks which are written down in remembering column of the list. On the other hand, the list should be used as a rough schedule. It should be divided into two columns: things to remember column where students write down the new tasks, and to do column that contains students' official tasks (the tasks written on the calendar). The list provides the ability to order the tasks more precisely according to their objectives.

## **2.2.2. Principles of Time Management**

### **2.2.2.1. Making Objectives**

According to Shunk (2009, as cited in Dotson, 2016), making objective is considered as a source of motivation and it positively impacts students' performance and scores. On the other hand, Levin (2007) claimed that objectives are to be the primary element for a successful time management adding that objectives relieve students' stress and pressure; furthermore, they drive the work toward a known destination.

### **2.2.2.2. Task Comprehension**

For a better use of time, students should interpret their task questions correctly. Not understanding the task impacts on productivity negatively. In addition to losing time in thinking, Levin (2007) explains that in order to finish the task, the wrong interpretation makes students rushing to write down both relevant and irrelevant items in their work, as an attempt to meet the task requirements (p. 68).

### **2.2.2.3. Time Estimation**

According to Plebankiewicz, Juszczak & Malara (2015), 'Estimation of the duration of a task is a very important element of planning and realization of any construction project. The knowledge of how much time is really needed to complete a task enables efficient

management and gives the possibility to react if there is a danger of missing a deadline.” (p. 52)

According to Levin (2007), time estimation requires task comprehension. Students should understand the task in order to know what the teacher expects them to do. Moreover, after task comprehension, students should consider if they can divide it into stages and components parts like dividing the literature review into four parts: look for recommended books, checking the introductory chapter for useful overview, checking similarities and differences, looking for references for current debates. According to him, time estimation ends by deciding a deadline.

#### **2.2.2.4. Divergence**

Levin (2007) defines divergence as working with more material making the scope of what could be put in an essay or report gets wider. It makes the task expending because of the pressure and the feeling that what has been done is not enough; as a result, divergence causes time wasting and expanding the work more than it is necessary. Levin (2007) described divergence symptoms as the following:

- Feeling the need for more information to be added to the task.
- Not being able to proceed and interpret the task successfully because of dealing with it as a whole rather than a part.
- The lack of concentration which results from working for long serial hours.

#### **2.2.2.5. Deadlines**

Deadlines, as Levin (2007) claims, provide students with a defined date. They help Students to empower their commitment toward the tasks besides focusing their attention on tasks accomplishment. Furthermore, Levin (2007) states that being aware of deadlines keeps you comfortable with learning and accomplishing tasks regularly.

#### **2.2.2.6. Relaxation**

According to Levin (2007), students after a semester of studying and passing the exams, they find themselves less excited to study during the holidays. He said, "If you try to get down to work immediately you will almost certainly find it a chore and a drag" (p. 43). Students should relax in the first days of holidays to refresh their minds before starting thinking about studies again.

#### **2.2.2.7. Designing a Super Time Table**

Levin (2007) states that a super time table focuses on the time after the academic work or at the end of the day. It includes time before and after classes, meals time, religious practices and weekends. He suggests establishing a schedule to control this period of time as an attempt to find time to study. Also, it allocates things that are good to be done before sessions like preparing, and thing that are good to be done after sessions like writing lessons and consolidating what has been gained from the session.

#### **2.2.2.8. Productivity**

According to Levin (2007),

Students are often impressed – and sometimes depressed – by others who tell them how long they have spent working today or how many hours they have just spent in the library. What these paragons of virtue won't usually tell you, though, is how productive that time has been, how efficiently they have worked. Next time you are in the library, take a moment to look at the people around you. The chances are you'll see someone who is asleep, someone who is daydreaming, someone sending and receiving text messages, other people whose thoughts are pretty obviously elsewhere. They are in the library, certainly, but they are not using their time productively." (p. 65)

This quote indicates the difficulty of being productive during studying maintaining the same focus abilities.

Levin (1993) defines productivity depending on considering education as a production process, which means that the inputs are transformed into outputs in a standard way. Meaning that the more students are working on the given input, the more output they can produce. Also, Monk (1990, as cited in Levin, 1993) uses the term productivity function as a key to study productivity at schools. He defines productivity as model that is composed of outcomes, incomes and the process that links between them. He believes that productivity allows students to develop their technical and work efficiencies.

#### **2.2.2.9. Time Wasting**

Levin (2007) states that time wasting can be demonstrated through chatting, sleeping, daydreaming, and responding to the activities that interrupt the academic work of the students. It also occurs when not having the necessary equipment. So, the work takes longer time to be accomplished. Similarly, time wasting can be known as procrastination. Time wasting can be also known as procrastination. According to Laeus (2015, as cited in Ojo, 2019) procrastination is the avoidance of doing the primary tasks and the tendency to pleasurable activities. In another word, procrastination is the postponement of tasks. In addition, Ojo (2019) describes the causes for time wasting as the following: forgetting about the task, lack of clarity about the desired outcomes, distractions, perfectionism and fear of failure, and lack of motivation.

##### **2.2.2.9.1. Forgetting About the Task, Far Deadlines**

According to Ojo (2019), the students who miss their classes and are distracted when the teacher announces a task are expected to procrastinate. They may only be informed about the task on a sudden through hearing a classmate talking about it or the teacher himself reminds his students on the submission deadline of the task.

#### **2.2.2.9.2. Lack of Clarity about the Desired Outcomes**

Considering the fact that a student only understands the knowledge of his level, Ojo (2019) explains that tasks complexity may cause time wasting through its psychological impact on the students, as they may opt to delay its accomplishment until the last minute before the deadline. Consequently, they lack time and fail to produce their better work.

#### **2.2.2.9.3. Far Deadlines**

Due to weak consideration of deadlines and the absence of teachers' enforcement, students' false-time estimation leads them to procrastinate. As long as they have not decided when to start and when to end, most of the time will be spent on pleasurable things rather than doing tasks.

#### **2.2.2.9.4. Distractions**

Ojo (2019) states that the external distractions (the environments) and internal (students' unconsciousness) distractions may lead the student to hesitate and not consider deadlines. The student falls into daydreaming, thinking about certain future plan, or can be indulged in debate with the people around him.

#### **2.2.2.9.5. Perfectionism and Fear of Failure**

Ojo (2019) claims that students who are worried about making mistakes and afraid of being criticised tend to waste more time. Their attempt to compare the elements of their work to the others and being anxious about teachers and classmates' opinion makes them work according to their feeling rather than the plan.

#### **2.2.2.9.6. Lack of motivation**

Ojo (2019) states that students waste time because of being obliged by the teacher or by their parents to do the work, so they will feel demotivated. Consequently, teachers and parents should be lenient with students in order to motivate them to be more productive.

## **Conclusion**

The relationship between scores and time management is like a mathematical formula. It is a conditional sentence from the second type. Becoming a better scorer depends on the process of planning and implementing the principles above in order to be adopted. In addition, time management prevents time wasting and keeps students always in charge of their tasks. Therefore, planning a timetable and managing time is necessary for students' success.

## **Chapter Three: Data Collection and Analysis**

### **Introduction**

#### 3.1. The Students' Questionnaire

##### 3.1.1. The Sample

##### 3.1.2. Description and Aims of the Students' Questionnaire

#### 3.2. Analysis and Interpretation of the Results

#### 3.3. Limitation

#### 3.4. Recommendations and Suggestions

### **Conclusion**

### **General Conclusion**

## **Chapter Three: Field Work**

### **Introduction**

This study, descriptive in nature, is used to investigate the impact of time management on students' scores. Because of the difficulties generated by the existing circumstantial restrictions, one research tool has been imposed for collecting data, namely a questionnaire administered to second year Master students.

### **3.1. The Students' Questionnaire**

#### **3.1.1. The Sample**

The population targeted by this questionnaire is second year Master students of English. Twenty-five second year Master students have been randomly chosen as the sample for our study. The former are assumed to be competent and satisfy the requirement of organised students who manage their time. So, they are the category of students able to provide reliable data for investigating the relationship between time management and students' scores. In fact, since they are Master students, time management should have been a decisive factor in their overall achievement (success in five years of university studies).

#### **3.1.2. Description and Aims of the Students' Questionnaire**

A questionnaire is defined as 'the collection of information from a sample of individuals through their responses to questions' (Check & Schutt, 2012, p. 160). The aim behind using questionnaire is because it can be managed in various ways, and it is a practical way when collecting data using online and mobile facilities.

The students' Questionnaire is administered to 25 second year Master students at the department of English, university of Jijel. It consists of 14 questions conceivably separated into six implicit sections on the basis of the questions aims.

The first section, consisting of the first three questions, aims at knowing students' scoring levels (Levels of Scores) and how they perceive time management. The second

section, which investigates the relationship between time management and students' scores, is made of questions 4 and 5. The third section consisting of question 6 and 7 identifies the behaviors of time-managing and non-managing students in relation to the types of sessions required by their studies. The questions eight, nine, and ten represent the fourth section. They investigate the exploitation of free time by students. The fifth section made of questions 11 and 12 targets the importance of respecting deadlines and considering objectives in the students' career. Finally, the sixth section is made of the questions 13 and 14 which expose students' productivity resulting from students' investment of time.

### **3.2. Analysis and Interpretation of the Results**

The results yielded by each item in the questionnaire are analysed numerically and directly followed by realistically equivalent interpretation intended to assess given students' reactions.

**Q1: How can you describe your overall scores at University examinations?**

Table 01:

*Students' Descriptions of their Scores at University Examinations*

| <b>Options</b> | <b>N</b> | <b>%</b> | <b>Respondents</b>                                 |
|----------------|----------|----------|--|
| Excellent      | 01       | 04%      | 12   |
| Good           | 13       | 52%      | 1, 2, 3, 4, 5, 9,<br>15, 16, 19, 21,<br>22, 24, 25 |
| Average        | 11       | 44%      | 6, 7, 8, 10, 11,<br>13, 14, 17, 18,<br>20, 23      |

The question above aims at identifying the level of every student. The results in the respondents' table indicate that 52% of the students have described their scores in examinations as Good, 44% of the students claimed that their level and scores are average, while one student describes his scores to be excellent. The students whose scores have been evaluated as good or excellent are assumed to be good time managers while the average ones are less applied time-managers. This question is central to the entire questionnaire since it provides the differences in students' levels used to model the subsequent items of the questionnaire.

**Q2: Do you require establishing a personal schedule for your time spending as a student?**

Table 02:

*Students' Attitudes*

| <b>Options</b> | <b>N</b> | <b>%</b> | <b>Respondents</b>  |
|----------------|----------|----------|---|
| Yes            | 19       | 76%      | 1, 2, 3, 4, 5, 6, 7,<br>9, 10, 12, 14, 15,<br>16, 19, 20, 21, 22,<br>23, 25 |
| No             | 06       | 24%      | 8, 11, 13, 17, 18,<br>24  |

The above question aims at knowing the amount of students establishing a time table and its importance in their studies time, as Levin (2007) claimed that having an approach to time management, as establishing schedules helps students to produce better work (p. 11). The investigation of this question has yielded 76% of the students opting for YES while 24% of them having opted for NO. The obtained answers show strong indications that students who use time tables to manage their time have better scores, 92% of them are good (12 out of 13) or excellent (1/1); they confirm that establishing a time schedule helps in eliminating stress and being productive. On the other hand, 83% of students opting for NO are average (5/6), while only one good student said No (student n°24). They have claimed that they only revise before examinations. Moreover, if excellent and good students' percentages are combined, it will be noticed that the percentages of students who get good scores and students who agreed with this statement relatively overtake the percentages of students who are average scorers and those who have disagreed with this statement. So, good scorers are conclusively time-table users.

**Q3: A good student should be a good time-manager.**

Table 03:

*Students' Opinions about the Importance of Time Management in Success*

| <b>Options</b> | <b>N</b> | <b>%</b> | <b>Respondents</b>   |
|----------------|----------|----------|--|
| Strongly agree | 15       | 60%      | 2, 3, 7, 9, 10, 11, 12,<br>16, 18, 19, 20, 21,<br>22, 23, 24 |
| Agree          | 09       | 36%      | 1, 4, 5, 6, 8, 13, 15,<br>17,25                              |
| Disagree       | 01       | 04%      | 14   |

The question above aims at knowing the relationship between being a good student and time management. The results show that 60% of the students have strongly agreed; 36% of the students have agreed, whereas only 4 % of the students have expressed their disagreement. According to the statistics above, the majority of students (96%) believe that being a good student entails being a good time manager. Therefore, these results positively correlate with the data obtained in the previous statements (1 and 2). Also, these results emphasize that a good time-manger student is someone who cares about spending one's time thoughtfully.

**Q4: A good time-manager student should get good marks.**

Table 04:

*Good Marks and Time Management*

| <b>Options</b> | <b>N</b> | <b>%</b> | <b>Respondents</b>   |
|----------------|----------|----------|--|
| Strongly agree | 05       | 20%      | 4, 7, 17, 19, 22   |
| Agree          | 18       | 72%      | 1, 2, 3, 5, 8, 9, 11, 12, 13, 14, 15, 16, 18, 20, 21, 23, 24, 25 |
| Disagree       | 02       | 08%      | 6, 10  |

This question aims at knowing whether a good time manager should get good marks in examinations. The answers are distributed as follows: 20% of the students have strongly agreed; 72% of the students have agreed, while 8% of the students have disagreed.

Remarkably, it is noticed from the respondents' table that the 8% of students who have disagreed with the given statement are average scorers. Accordingly, since all the remained students (92%) have agreed or strongly agreed while no student of good or excellent scores has disagreed, it is right to say that time management has a central role in students' marks.

**Q5: Which is more important to time management, assimilation, scores, or both?**

Table 05:

*Importance of Assimilation or Scores to Time Management*

| <b>Options</b> | <b>N</b> | <b>%</b> | <b>Respondents</b>  |
|----------------|----------|----------|---|
| Assimilation   | 02       | 08%      | 14, 25  |
| Scores         | 01       | 04%      | 07  |
| Both           | 22       | 88%      | 1, 2, 3, 4, 5, 6,8,<br>9, 10, 11, 12, 13,<br>15, 16, 17, 18,<br>19, 20, 21, 22,<br>23, 24 |

This question aims at investigating the student's objective from implementing a time-use strategy. A student should choose one of the provided options, i.e., assimilation, scores, or both. In fact, 4 % of the students have chosen scores, 8% assimilation, and 88% of them having implied the objective behind managing their time to be both assimilation and scores. In addition to what has been found in the third statement, this statement indicates that the majority of students (88%) are aware that a good student should be a good time manager( a student who study for assimilation and to get good scores) . Moreover, considering the respondents' column in table 5, the given results are balanced with the previous results because students who focus on either scores (respondent n°7) or assimilation (respondent n°25and n°14) are mostly average students (66,7% of them are average and 33,3% are good).

To conclude, the results above significantly explain that students of good time management use assimilation to get good scores.

**Q6: A good time-managing student should attend lectures, TDs, or both?**

Table 06:

*Attending Lectures & TDs as an Indicator of Time Management*

| <b>Options</b> | <b>N</b> | <b>%</b> |
|----------------|----------|----------|
| Lectures       | 00       | 00%      |
| TDs            | 00       | 00%      |
| Both           | 25       | 100%     |

The above question aims at knowing the significance of lectures and TD's sessions in the students' timetable in addition to their impact on students' scores. The results indicate that all students have opted for both. So, the whole students are aware of the role of TDs and lectures in achieving good scores. Although student's objectives of time management are different as found with the previous item, the current item reveals one of the commonest characteristics among successful students.

**Q7: Students attend TD sessions so as not to be excluded from studies, to get deep understanding, or both?**

Table 07:

*Students Reasons for Attending TDs Sessions*

| Options                         | N  | %   | Respondents  |
|---------------------------------|----|-----|--|
| Not to be excluded from studies | 04 | 16% | 9, 17, 21, 14  |
| To get deep understanding       | 03 | 12% | 10, 15, 19   |
| Both                            | 18 | 72% | 1,2,3, 4, 6, 7, 8, 11, 12, 13, 16, 18, 20, 22, 23, 24,25 |

This question aims at revealing the objective behind attending TD sessions. Levin (2007) claims that students should have their sight on learning (p. 13). The results indicate that 16% of the students have justified their attending so as not to be excluded. In the respondents' column, the students of this category are not excellent scorers. 12% of the students have answered with "to get deep understanding", which means that they are good time managers, while 72% of the students have opted for "both". The results indicate that most of the students do have a clue about the importance of time-management since they attend for both "Assimilation" and "Not to be excluded". Consequently, they aim at getting recompensed for attending on the one hand and get deep understanding on the other hand. This undoubtedly enables them to get good scores in examinations. Finally, it is still clearly noticed that average scorers attend TD sessions only for one of the objectives.

**Q8: Students' free time should be used in what follows:**

Table 08:

*Students' Free Time Management in Accomplishing Learning Activities*

| <b>Options</b>           | <b>N</b> | <b>%</b> | <b>Respondents</b>                           |
|--------------------------|----------|----------|--|
| Revising                 | 05       | 20%      | 5, 7, 10, 14, 21                             |
| Accomplishing Assignment | 02       | 08%      | 4,5  |
| Summarizing              | 05       | 20%      | 4, 7, 14, 15, 16                             |
| All of them              | 13       | 52 %     | 1, 2, 3, 8, 9, 12, 13, 17, 8, 19, 20, 23, 25 |
| None of them             | 05       | 20%      | 6, 11, 22, 24                                |

This question aims at knowing the contribution of free time usage to students' scores. 20% of the students have chosen 'Revising'. This suggests less competence in terms of time management because it is only one action. Moreover, revising without a strategy causes divergence, that is, working with more materials. According to the table above, 40% of its voters are good scorers while 60% of its voters are average scorers. The second option is 'Accomplishing Assignments'. It has been chosen by 8% of students and it indicates better time use. Furthermore, 20% of students have opted for 'Summarizing'. It is a sign of good

time management since it enables students to be multi-tasking students. According to the table, ‘‘Summarizing’’ is the choice of good scorers and average scorers. But, the gap is that good scorers have selected it separately, whereas the average ones have accompanied it with revising (respondents n°7 and n°14). Thus, it expresses the lack of time management awareness. ‘‘All of them’’ is the answer of 52% of students. It shows the excellent time-managers’ category. These students know what to do and when to do because of using time tables; they work according to priorities in value or to the order of the objects in to do-lists. Finally, ‘None of them’ is an indication of uncaring students. It has been selected by some average scorers and also some students who are obvious to contradict themselves.

**Q9: A good time-manager student should not allow leisure activities, or family and friendship obligations to disturb his/her academic work.**

Table 09:

*Studies and Disturbance*

| <b>Options</b> | <b>N</b> | <b>%</b> | <b>Respondents</b>                        |
|----------------|----------|----------|---|
| Strongly agree | 05       | 20%      | 7, 10, 19, 21, 23                         |
| Agree          | 12       | 48%      | 1, 2, 4, 5, 8, 11, 14, 15, 16, 17, 20, 22 |
| Disagree       | 08       | 32%      | 3, 6, 9, 12, 13, 18, 24, 25               |

The above question aims at knowing the method that students use to deal with disturbance. The results of the answers vary as follows: first, 20% of the students have strongly agreed, 48% of them have agreed, while 32% of students have disagreed. According to the table above and to the reality that the population is master year students, good time managers are not to allow leisure activities or family and friendship obligations to disturb their academic work. They provide time for everything. According to the table above, this question has witnessed some answers that seem like contradictions at the first glance. From the 8 (32%) students who have disagreed, 3 (12%) of them are average scorers, 4 (16%) of them are good scorers, while the last one (4%) is an excellent scorer. For average scorers, disagreement is not surprising because they do not establish time tables and they lack commitment towards their obligations. For the excellent scorer (n°12), he/she is someone who establishes time tables, his/her answers indicate his/her competency in time management, he/she is someone who is organised and finds space for his social obligations because he/she works on long-term basis. Cal Newport (2007) stated a confession of one of his excellent students; the student admitted that she had never sacrificed any of her social obligations because basic control over her schedule breeds balance, adding that time management is the key of getting the most out of all the aspects of a college experience. (p. 20)

**Q10: Students should set up a super time-table (exploiting time at home) to meet their expectations for their achievement in their studies.**

Table 10:

*Students Exploitation Time-At-Home for Learning*

| Options        | N  | %   | Respondents                                      |
|----------------|----|-----|--|
| Strongly agree | 06 | 24% | 7, 10, 18, 19, 20, 21                            |
| Agree          | 14 | 56% | 1, 2,5,6, 11, 12, 13, 14, 15, 16, 17, 22 ,23, 25 |
| Disagree       | 05 | 20% | 3, 4, 8, 9, 24                                   |

The above question aims at knowing whether students are considering their home time as chance to be invested in studying. 24% of the students have answered with strongly agree, 56% of the students have answered with agreed, while 20% have disagreed with the statement. In the first category, the students are strict and take their responsibility toward their home time. The second category demonstrates those who are less competent. The students who have selected to disagree are the ones who do not exploit their home time. From the results above we can say that good scorers tend to be super-time table users since it helps them to find more time for revision.

**Q11: Students would score high if they are aware of deadlines.**

Table 11:

*Students' Time Management in Getting Good Scores and Knowing Deadlines*

| <b>Options</b> | <b>N</b> | <b>%</b> | <b>Respondents</b>   |
|----------------|----------|----------|--|
| Strongly agree | 05       | 20%      | 3, 15, 19, 17,<br>22   |
| Agree          | 15       | 60%      | 1, 2, 4, 5, 6,<br>8, 9, 11, 12,<br>14, 16, 18,<br>20, 23, 24 |
| Disagree       | 05       | 20%      | 7, 10, 13, 21,<br>25   |

This statement aims at defining the importance of being aware on deadlines in the students' accomplishment of their academic obligations. The results show that 20% of the students have strongly agreed, 60% of the students have agreed and the last 20% have chosen to disagree. According to the table above, the students who have disagreed are 60% average while 40% of them are good scorers, the thing that reflects the impact of lack of awareness concerning deadlines. Generally, these results are a reflection of the importance of being aware of deadlines in the process of studying to get good scores.

**Q12: A good time-managing student identifies objectives before deciding for a strategy to carry out academic tasks.**

Table 12:

*Student' Time Management in Identifying Objectives*

| Options        | N  | %   | Respondents                                       |
|----------------|----|-----|---|
| Strongly agree | 14 | 56% | 1, 2, 3, 5, 7, 10, 11, 15, 18, 19, 20, 21, 22, 23 |
| Agree          | 11 | 44% | 4, 6, 8, 9, 12, 13, 14, 16, 17, 24, 25            |
| Disagree       | 00 | 00% |   |

The above question aims at knowing the value of making objectives before deciding on time usage. The answers show that 56% of the students strongly agree with the statement while 44% of them only agree. However, no one disagrees with the statement. The importance of making objectives is obvious to all Master students. They use objectives as a factor which specifies the amount of time needed for tasks accomplishment. To conclude, these results reveal that the objectives are a success standard shared by students of all the identified levels.

**Q13: Task complexity should be analyzed in advance before estimating the amount of time to carry it out.**

Table 13:

*Student's Time Estimation in Accomplishing Tasks*

| <b>Options</b> | <b>N</b> | <b>%</b> | <b>Respondents</b>  |
|----------------|----------|----------|---|
| Strongly agree | 08       | 32%      | 1, 2, 4, 7, 11, 18,19, 22                                     |
| Agree          | 17       | 68%      | 3, 5, 6, 8, 9, 10, 12, 13, 14, 15, 16, 17, 20, 21, 23, 24, 25 |
| Disagree       | 00       | 00%      |   |

The above question aims at demonstrating the way students are dealing with exams' activities or ordinary activities. The results yield that 32% of the students strongly agreed while 68% of the students have selected the agreement option. Disagreement is 0%. 100% of the students who have agreed and strongly agreed stress that good time managers do opt to adopt the analysis of tasks complexity before estimating how much time the task takes as it helps to get good scores.

**Q14: Only good time-managing students would use their time more productively.**

Table 14:

*Students' Time Management in Being More Productive*

| <b>Options</b> | <b>N</b> | <b>%</b> | <b>Respondents</b>                        |
|----------------|----------|----------|---|
| Strongly agree | 08       | 32%      | 1, 7, 10, 17,<br>18, 19, 21,<br>23        |
| Agree          | 11       | 44%      | 2, 3, 4, 5, 6,<br>8, 9, 12, 15,<br>16, 22 |
| Disagree       | 06       | 24%      | 11, 13, 14,<br>20, 24, 25.                |

This statement aims at specifying the value of productivity in achieving good scores. The results show that 32% of the students strongly agree, 44% of them agree and 24% disagree with the given statement. According to table above, 67% of students who have disagreed with the statement are average scorers (11, 13, 14, 20) while only 33% of students who have disagreed are good scorers (24, 25). To sum up, relying on the analysis of the results above, the majority (76%) of the students have agreed with the statement. These results are completely in balance with the results which are found in the other sections. Any differentiation in the students' answers explains again the divergence in students' scores. In the same sight, Jay (2002) stated that the Pareto's principle explains why productivity is not to work for long hours, but it is to focus energy on work for as possible as it could be. He claimed that 20% of time put into work generates 80% of the results. (p. 17)

### **3.3. Limitation**

- As a result of circumstantial restrictions, only one tool of research has been possible to be used.
- Only 25 students have provided to answer the question.
- This study has been limited by the literature resources concerning the use of time management and scores because it is mostly about economics.

### **3.4. Recommendations and Suggestions**

In the light of the conclusive findings of this study, some suggestions and recommendations has been advanced:

- Teachers should inform their students of the importance of TDs and lectures.
- The student should be aware about the use of time-tables and the factors which influence their efficiency in studying.
- This study suggests including the principles of time management in making syllabi and curricula.

### **Conclusion**

The analysis and interpretation of the data which are collected from the analysis of second year Master students' implementation of time management during their study career via the students' questionnaire has led to the conclusion that the way time is used absolutely impacts students' scores. In conclusion, since time is a non-renewal flow which drives the learning process, it is ensured that time management is a key factor for good scoring.

**General Conclusion**

The problematic aspect of time management has urged us to consider a study for which the students' questionnaire has been selected as the only tool for data collection. Actually, the study has been conceptualized after a correspondent review of literature which demonstrates the complexity of time management. Such complexity has been analysed and simplified into parts which are exemplified into the mechanism of time management besides its importance and principles. This complexity has led to the demonstration of the questionnaire elements. The latter has yielded that the data from which the findings can be summarized in the direct relation between time management and scores. This directly supports the hypothesis set up at the beginning of the study, namely if a student manages his/her time well, he will achieve better scores.

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## Appendix

### Students' Questionnaire

Dear student,

We would be very grateful if you could answer the present Questionnaire intended to collect data for our Master research entitled "the Impact of Time Management on Students' Scoring". Your answers will be of great help to accomplish this study.

#### Questions:

**Q1:** How can you describe your overall scores at University examinations?

Excellent

Good

Average

**Q2:** Do you require establishing a personal schedule for your time spending as a student?

Yes

No

Please,

justify:.....

.....

.....

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**Q3:** A good student should be a good time-manager.

Strongly agree

Agree

Disagree

**Q4:** A good time-manager student should get good marks.

Strongly agree

Agree

Disagree

**Q5:** Which is more important to time management?

Assimilation

Scores

Both

**Q6:** A good time-managing student should attend:

Lectures

TDs

Both

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**Q7:** Students attend TD sessions:

Not to be excluded from the studies

To get deep understanding

Both

**Q8:** Students' free time should be used in what follows:

Revising

Accomplishing

Assignment

Summarizing

All of them

None of them

**Q9:** A good time-manager student should not allow leisure activities, or family and friendship obligations to disturb his/her academic work.

Strongly agree

Agree

Disagree

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**Q10:** Students should set up a super time-table (exploiting time at home) to meet their expectations for their achievement in their studies.

Strongly agree

Agree

Disagree

**Q11:** Students would score high if they are aware of deadlines.

Strongly agree

Agree

Disagree

**Q12:** A good time-managing student identifies objectives before deciding for a strategy to carry out academic tasks.

Strongly agree

Agree

Disagree

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**Q13:** Task complexity should be analyzed in advance before estimating the amount of time to carry it out.

Strongly agree

Agree

Disagree

**Q14:** Only good time-managing students would use their time more productively.

Strongly agree

Agree

Disagree

## RESUME

Cette étude a examiné l'impact de la gestion du temps sur les scores des étudiants de Master 2 au département de l'Université d'Anglais de Mohammed Seddik Ben Yahia.

Dans cette recherche, on émet l'hypothèse que si un élève gère bien son temps, il / elle obtiendra de meilleurs scores. Pour atteindre les objectifs de recherche de cette étude, les données ont été collectées grâce à un outil de recherche, le questionnaire.

Ce dernier a été administré à vingt-cinq étudiants de deuxième année en Master du département d'anglais dans le but d'évaluer l'impact de la gestion du temps sur les scores des étudiants en tenant compte des perceptions des étudiants et des réalisations antérieures.

Les résultats indiquent que la gestion du temps a un effet important sur les résultats scolaires des étudiants généralement définis par les scores.

Cela implique que la sensibilisation des élèves à l'utilisation efficace du temps par la planification et la compréhension des tâches est une condition préalable à l'obtention de meilleurs scores. Il est donc souhaitable que les stratégies de gestion du temps pour réussir dans le multitâche soient incorporées dans les programmes correspondants.

## المخلص

استقصت هذه الدراسة تأثير إدارة الوقت على درجات طلاب السنة الثانية ماستر في قسم اللغة الإنجليزية بجامعة محمد الصديق بن يحيى. في هذا البحث ، يُفترض أنه إذا تمكن الطالب من إدارة وقته بشكل جيد ، فسوف يحقق درجات أفضل.

لتحقيق أهداف البحث من هذه الدراسة تم جمع البيانات من خلال أداة بحث واحدة هي الاستبيان. تم تقديم هذا الأخير لخمسة وعشرين طالب سنة ثانية ماستر في قسم اللغة الإنجليزية بهدف تقييم تأثير إدارة الوقت على درجات الطلاب من خلال مراعاة تصورات الطلاب والإنجازات السابقة. تشير النتائج إلى أن إدارة الوقت لها تأثير مهم على الإنجازات الأكاديمية للطلاب المحددة عمومًا بالدرجات. وهذا يعني أن زيادة وعي الطلاب فيما يتعلق بالاستخدام الفعال للوقت من خلال التخطيط وفهم المهام يعد شرطًا أساسيًا لتحقيق نتائج أفضل. ومن ثم ، فمن المستحسن أن يتم دمج استراتيجيات إدارة الوقت للنجاح في تعدد المهام في المناهج الدراسية المقابلة.