



The Relevance of Time Management in Academic Achievement: a Critical Review of the Literature

Zanyar Nathir Ghafar

Information Technology Department, Bright Technical and Vocational Institute, Sulaymaneah, Kurdistan Region, Iraq

Corresponding Author: Zanyar Nathir Ghafar zanyareng92@gmail.com

ARTICLE INFO

Keywords: Time management, fundamentals, significance, Academic achievement, learning motivation

Received : 13, October

Revised : 15, November

Accepted: 20, December

©2023 Ghafar: This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

Time is an integral aspect of existence. Time management is a crucial determinant that impacts all aspect of living. As human life progresses, both energy and physical strength tend to diminish. It is important to do several tasks within a certain time range. Any activity performed after the way of time becomes ineffective. It is essential to live in the present moment. The objective of this review paper is to have a thorough comprehension of the basic concepts of time management and its importance. To accomplish this goal, a thorough examination of the current review of literature was undertaken. The crucial element for effective time management has been shown to be work scheduling. The study highlights and investigates whether or not academic accomplishment is influenced by factors such as time management, learning motivation, and learning facilities.

INTRODUCTION

Human existence is characterized by two universal events, namely birth and death. Life is the duration between birth and death, quantified by the concept of time. Timeliness is essential in all aspects of life. Time is the utmost critical component in our existence. Time is an irreversible force that has a significant impact on our lives. The time span available to accomplish all these things is restricted. Engaging in any activity over the designated period will render it futile. Therefore, the timely completion of our task is of utmost importance to all of us. Oftentimes, individuals often express dissatisfaction with their lack of time. In modern society, individuals are required to engage in a multitude of tasks, making it imperative to effectively allocate and use time. Effective time management is crucial for students to achieve academic achievement (Mohamed et al., 2018). On the other hand, (Chase et al., 2013) emphasised the need of recognising time management as a vital aspect of academic achievement at the school level in order to achieve research productivity. Chairs, associate deans for research, and faculty mentors may be very effective partners in managing duties to achieve high research productivity. In order to enhance research output, researchers should actively seek help from others.

Effective time management is crucial for learners who are engaged in many organizational activities in order to efficiently allocate their time. Amidst the demanding business activities, students must use their time wisely by balancing their daily tasks and prioritizing their necessities. Students must allocate their time proportionately between studying and attending frequent organizational meetings, which occur virtually daily. If both methods are effective, pupils may demonstrate a proficient self-management disposition. The aim of this review paper is to give details on the impact that learning facilities, learning motivation, and time management have on students' academic success.

Classroom management refers to the practise used by instructors to ensure the seamless execution of classroom teachings, even in the presence of disruptive student behaviour. The word also conveys the notion of avoiding disruptive behaviour. It is perhaps the most challenging component of teaching for many educators; in fact, encountering difficulties in this domain leads others to abandon the profession entirely. Classroom management refers to the intricate array of deliberate actions used by a teacher to build and sustain an environment that facilitates efficient achievement of educational goals by learners. Classroom management as the systematic arrangement of academic activities that are crucial for facilitating successful teaching and learning within a particular educational environment. Classroom management gained popularity in education throughout the 1970s and 1980s (Tavares, 1996 and Butchart, 1995). The aim of this review paper is to confirm that a well-developed and strategically designed classroom management technique is clearly essential for enhancing student performance in schools. Therefore, it is crucial for teachers to carefully consider fundamental tips when implementing classroom behavior management strategies.

LITERATURE REVIEW

Effective Time Management

The planning, arranging, controlling, and monitoring of time productivity is known as time management. One of the working resources that have to be successfully and efficiently handled is time. The measure of effectiveness is the degree to which predetermined time is used to accomplish objectives. Being efficient is using the time at hand while cutting down on the allotted time and investment. The goal of time management is productivity, or the ratio of output to input. The capacity to assign time and resources to objectives is known as time management. Strike a balance between your personal and professional lives. Focus on the outcome rather than merely keeping yourself occupied. Time management is more likely to relate to how one uses time than how one manages it. People with good time management skills will rank the jobs according to importance and devote their time and effort to the most crucial ones first. (Ika Sandra et al., 2013)

Efficient strategizing each individual has several responsibilities

There is no need to accomplish the full assignment all at once. We have sporadically allocated the priority to the assignment. Prioritise the major matters above the less important ones. The work must be accomplished while taking into account the specified priority. Time management is the process of organising, directing, monitoring, and planning time productivity. Handling time is a daily activity that involves setting aside time, making schedules of things that one wants to do, scheduling, assigning tasks, and implementing other procedures that facilitate efficient use of time. (Claessens, et al., 2007) This indicates that a certain activity establishes priorities for activities that must be finished in order to meet requirements and desires. The time and resources available via task planning, scheduling, listing, organising, and approaching are then matched with the important duties.

Establishing objectives and goals

The objectives and goals have to remain unchangeable. This is the primary element of time management. All of our actions will be directed towards accomplishing our aims and objectives, if any. Other activities won't be possible. To guarantee that realistic aims and objectives are attained, prudence must be used. One of the elements that help the teaching and learning process succeed is the availability of learning facilities. This is definitely possible if there is effective management and utilization along with sufficient availability. The effectiveness of student learning is also highly influenced by the completeness of the learning resources. Study spaces, tables, seats, lights, stationery, and textbooks are examples of learning elements. To boost their children's learning successes, parents should give these learning resources. According to Macan (1990), time management involves people prioritizing their needs and desires and organizing them based on their level of importance.

METHODOLOGY

Timelines are essential for accomplishing goals and objectives because they define how often they must be met. As a consequence, time management will work. Time management is at its best when individuals have objectives and due dates to achieve them. A common cause of time loss is the fact that people often set objectives without allocating sufficient time to achieve them. We would experience frustration if we were to accumulate a vast wealth yet eventually neglect our well-being. However, by effectively managing our time, we may avoid these setbacks. Cyril (2015) found that time management is becoming a major worry for individuals in both their personal and professional life, ranging from top-level managers to supervisors at the operational level. The user's text is very short and does not provide any information.

RESEARCH RESULT AND DISCUSSION

Discovering fresh possibilities

Efficiently managing our time will compel us to expand our knowledge. Delegation of responsibility, setting priorities, etc., might lead to this. Time management goals often inspire us to take on more responsibilities and experiences. Time management is an area where we may benefit from acquiring new skills and knowledge. Learning motivation refers to the state of a person characterised by a strong desire to take action in order to accomplish a certain objective. Sahito et al., (2017) claim that motivation refers to a shift in an individual's energy levels, accompanied by emotional and behavioural responses, with the aim of attaining certain objectives. The development of motivation is marked by fluctuations in an individual's capacity that might be actualized or remain unrealized.

Educational Excellence

When educators and learners engage in the learning process, the evaluation of students and educators includes measuring student learning accomplishment as an outcome. This helps determine the effectiveness of the learning process. Mindset is defined as a collection of feelings, beliefs, and actions directed towards a certain object, person, thing, or event (Cherry, 2020). Moreover, an individual's attitude towards a certain event, object, matter, or person impacts their behaviour. According to Aydeniz and Kaya (2012), individuals may either react or respond. Attitude governs conduct. An individual's attitude is not only malleable but also subject to change depending on the circumstances. Attitudes are shaped by several elements, including culture (Douglas, 2002, as referenced in Abun et al., 2019), personal experiences, social influences, conditioning, and observation (Cherry, 2020). Amidst the alterations caused by COVID-19, this period presents a chance to examine pupils' perception of time in light of these conditions.

Organizing time to preference

Engaging in productive activities and accomplishing duties according to a predetermined timetable are fundamental elements of effective time management. This indicates that we are allocating time to our desires and to

what is crucial for our development. The realization of our ambitions is contingent upon our investment of time and effort. According to the study conducted by Sayari et al. (2017), there is a notable correlation between the planning of time and one's attitude towards time, which in turn affects academic performance. King (2002) identified extrinsic factors that might hinder an individual's ability to effectively manage their time, impacting their time allocation, capacity, and effectiveness. Hong et al. (2021) emphasised the phenomenon of people, particularly students, who engage in procrastination during lockdowns, particularly in the context of online learning. The research also highlighted the need for more self-restraint as a result of the heightened amount of independence granted during this phase. The research conducted on Malaysian tertiary students revealed that 67% of the participants were classified as "Procrastinators" and 12% as "Serious Procrastinators". This finding raises concerns about academic performance and student wellness (Bakar & Khan, 2016). Therefore, it is crucial to investigate the correlation between time disposition and time management, particularly in light of the ongoing transformations occurring in the educational setting amidst a worldwide health emergency.

Another fundamental problem arises from the inseparability of management's applied science character when considering both managerial and non-managerial consequences. This is due to the fact that many variables, such as organisational design, structure, personalities, group dynamics, and learning capacity, differ. Therefore, managers have the difficulty of operating with a balanced and successful strategy. The application of management theories varies across different kinds of businesses and people in various contexts. The recent trends have prompted a shift towards comparative management theory, which emphasises the study of cross-cultural dynamics and variations within cultures, including those that transcend national boundaries or cultural groupings of nations, as well as variations in organisational contexts (Sridhar, 2017).

Effective classroom management

It is essential for facilitating teaching and learning within a school environment. An well organised classroom may provide a stimulating and energetic experience for all participants. Regrettably, student behaviour may often hinder this approach. Effective classroom management involves not only ensuring that students cooperate in minimising misbehaviour and that the teacher can intervene effectively when misbehaviour occurs, but also ensuring that valuable academic activities are consistently taking place. The overall classroom management system should be designed to maximise student engagement in these activities, rather than solely focusing on minimising misbehaviour. By promoting good and uplifting behaviour in one classroom, it often extends to other classes, so expanding the safe atmosphere beyond a single classroom. A secure and constructive learning environment may have a beneficial impact on student performance, as well as their emotional and social well-being. Short-term planning and long-term planning are two of the three

fundamental parts of time management behaviour, according to Britton and Tesser (1991), who underlined the importance of these two categories. Based on the findings of the research, it was found that short-term planning is more advantageous and less difficult to implement than long-term planning since it is more attainable and adaptable to make adjustments. In short-range planning, various tasks or responsibilities for a short period of time, such as a week or a day, are outlined and prioritised.

On the other hand, long-range planning is quite similar to short-range planning, but it takes into consideration larger time periods, such as half-years or years. In their research, Adams and Blair (2019) found that there is a positive correlation between short-term planning and students' average grade point average. On the other hand, respondents in Mercanlioglu's study (2010) were more conscious and attentive to their short-term planning in comparison to their long-term planning. On the other hand, the research conducted by Pehlivan (2013) demonstrated that there is a statistically significant correlation between long-term planning and the grades collected.

The role of teachers in classroom management

Teachers have transitioned into a new era of overseeing and organising classrooms. In response to emerging issues in the early years of the twenty-first century, educators and administrators have sought different methods to effectively handle classroom management. Nevertheless, the task of resolving classroom management dilemmas is challenging due to the lack of consensus over the definition of successful classroom management strategies. Classroom management and discipline are key aspects of the classroom atmosphere that are within the teacher's control. The classroom environment, which encouraged learning and allowed students to actively participate in academic activities, had a significant impact on the favourable evaluation of the teacher's classroom management and its correlation with their success in physics. Classroom management encompasses all the deliberate or impromptu activities and interactions that take place inside a classroom. There has been a noticeable increase in interest in the field of classroom management in recent years. The classroom environment plays a significant role in classroom management, as it may either foster students' success or hinder their talents, leading to more failures. The classroom environment and classroom management are distinct concepts, since the former pertains to the emotional experience of students inside the classroom. Classroom management primarily concerns itself with the establishment and enforcement of procedures, routines, and expectations. Due to the scarcity of time, it is necessary to allocate time for thoughtful and strategic planning. Pehlivan (2013) claimed that by prioritising time management, one might uncover the key to a prosperous life. In the absence of adequate preparation, there is a risk of encountering obstacles or overlooking important details, which may lead to increased time, effort, and financial resources required to address the subsequent repercussions.

The wasting of time

Time wasters may be defined as actions or topics that are unproductive and are regarded to be a waste of time. Engaging in activities that squander time does not provide any beneficial results and distracts an individual from their established objectives or ambitions. Profligate utilisation of time on mobile devices and social media (Bazin, 2016), socialising with peers, watching television or YouTube shows, or engaging in computer gaming are but a few of instances of activities that consume time unnecessarily. According to Abraham et al. (2018), smoking was also identified as a kind of time wastage. In their research, Nemickienė and Nemickaite (2020) discovered that first-year students who devoted a significant portion of their leisure time to unproductive activities like as social media, mobile phones, and socialising with guests lacked the ability to decline these distractions or allocate them to more suitable time slots. The research further proposed that students at this level need guidance in effectively selecting objectives and pressing chores for the day. In addition, the research also emphasised the importance of pupils possessing self-discipline in time management.

The failure to manage time-wasting activities may result in undue stress and disruption in everyday affairs that need attention, particularly those with time constraints. Occasionally, people are oblivious to the fact that they are squandering their time on pointless activities until someone brings it to their attention (Bazin, 2016). Rai, A. (2016) cited in Ng et al., 2016, p. 433) reported that Malaysian teenagers dedicate 32.6 hours per day to media-related activities, facilitated by the ability to multitask made available by technology.

Classical theories about Management

Classical theory, also referred to as the conventional theory of management, is another term used to describe it. The first viewpoint within the classical management school of thinking is the "scientific management perspective." Frederick W. Taylor is recognised as the "father of scientific management" for introducing the concept of finding the most efficient method to do tasks, often known as scientific management or Taylorism (Ghuman & Aswathapa, 2010). Time and motion analysis is a scientific method used to study the physical actions and needs necessary to complete a job (Khurana, 2009). The concept of Taylorism aligns with Adam Smith's emphasis on division of labour and specialization, resulting in increased output (Khurana, 2009; Robbins and Coulter, 2012). The people are seen as machines, disregarding the demoralising and inhumane consequences of jobs on the workers (Ghuman and Aswathapa, 2010). Furthermore, Taylor initiated a separate investigation called the "science of shovelling" to determine the most efficient weight for workers to carry. As a result, improved shovels were introduced to enhance output, while increased compensation served as a motivating factor (Ghuman and Aswathapa, 2010). In the same time period, Frank and Lillian introduced the concept of "applied motion study," which aimed to decrease the number of movements required to complete a job in order to enhance efficiency and achieve both worker satisfaction and profitability (Caramerla, 2018). Henry L.

Gantt created a Gantt chart to assess productivity and efficiency in relation to tasks and salary bonuses (Sheldrake, 2003). The Gantt chart provides a visual representation of daily tasks and their allocation to achieve optimal efficiency in a consistent way (Sheldrake, 2003). Both aforementioned works were influenced by the philosophy of Taylorism. Organisations nowadays use project management tools and procedures to get the most efficient outcomes and eliminate waste, which demonstrates the application of "applied motion" in operations (Caramela, 2018).

Pertaining to project management, Programme Evaluation and Review Technique charts are contemporary managerial instruments that use visual means to effectively oversee the allocation of time and resources for a project (Sullivan, 2017). In the present day, the scientific management technique is still used, but with certain adjustments. Currently, several websites provide online solutions via interactive sessions, free courses, and blog discussions. These resources are all rooted in Henry Gantt's management theory (Sullivan, 2017). Harrington Emerson outlined twelve principles of efficiency that assist managers in establishing targets, devising systematic assessment techniques, implementing standardized processes, and providing incentives to personnel (Sridhar, 2017). The primary limitation of this ideology is its exclusive focus on workers via an economic perspective, disregarding the fact that workers' actions are not just driven by money motivations. Other requirements, such as social, security, and esteem needs, also influence their behavior (Sridhar, 2017). Furthermore, there are various approaches to starting a work instead of depending on a single optimal strategy, since the circumstances vary and even two persons may execute the same job differently (Sridhar, 2017).

The classical theory focused on efficiency and the functional approach, using logical reasoning, with organization as its central topic. Conversely, the person-centric approach was centered on the neo-classical school of thought, which emphasized experimental and descriptive parts while using higher deductive reasoning. However, revisionists used behavioral and quantitative approaches, using inductive reasoning and conducting rigorous experiments. The contemporary school of management primarily emphasizes logical reasoning and the practical application of management principles to specific circumstances (Sridhar, 2017). In the age of digitization and computer use the concept of classical theory was centered upon organizational efficiency and the functional method, which was based on logical reasoning. Conversely, the person-centric approach focused on the neo-classical school, emphasizing experimental descriptive components and using higher deductive reasoning. However, revisionists used both behavioral and quantitative approaches, using inductive reasoning and conducting thorough and comprehensive experiments. The contemporary school of management primarily emphasises logical reasoning and the practical application of management principles to specific circumstances (Sridhar, 2017). During the period of digitalization and computer use, quantitative approaches were employed to evaluate the significance of management in contemporary businesses.

CONCLUSIONS AND RECOMMENDATIONS

The passing of time is the single most important factor in human life. Every single one of us came into this world as curious guests. The fact that time is an essential component of human life is shown by this outcome. One must do a large number of chores while simultaneously finding pleasure in this activity. The number of jobs that individuals are required to do in their day-to-day lives has significantly increased, despite the fact that industrialization has resulted in the development of a considerable number of different types of machinery. It is crucial that we use efficient time management in order to guarantee that we are neither overworked nor underburdened with responsibilities. Using a wide array of tools, it is feasible to accomplish this goal. If you want to be able to manage your time properly, it is essential to prioritise the obligations. The results of this research suggest that the origins of disruptive behaviour in the classroom may be attributed, in a broader sense, to society as a whole, and more specifically to schools, instructors, children, and parents. Both educators and students have a crucial role to fulfil in developing efficient classroom management. While it may seem that maintaining order in the classroom is only the responsibility of the instructors, these findings clearly demonstrate that students and society as a whole also have a role to play in ensuring smooth classroom activities without any disturbances.

ADVANCED RESEARCH

Time management plays a crucial role in efficient classroom management. By prioritizing obligations and utilizing various time management tools and techniques, both teachers and students can create a structured learning environment that promotes engagement and minimizes disruptions. It is important for all stakeholders, including schools, instructors, children, and parents, to recognize the significance of time management in achieving successful classroom management.

REFERENCES

- Abraham, R., Ummer, S., Elman, Z., Sobri, L., Saha, M.D.S., Ghazali, M., Bakar, A. & Hussain, A. (2018). Exploring time management skills of first year undergraduate medical and allied health science students. *Journal of Clinical and Diagnostic Research*, 12(10), 7-10. DOI: 10.7860/JCDR/2018/37174.12082
- Abun, D., Magallanes, T. & Incarnacion, M. (2019). College students' cognitive and affective attitude toward higher education and their academic engagement. *International Journal of English Literature and Social Sciences*, 4(5), 1494-1507. <https://hal.archives-ouvertes.fr/hal-02327913/document>
- Adams, R. V. & Blair, E. (2019). Impact of time management behaviors on undergraduate engineering students' performance. *SAGE Open*, 9(1), 1-11. <https://doi.org/10.1177/2158244018824506>
- Aydeniz, M., & Kaya, E. (2012). Factors impacting Turkish students' attitudes towards science and their academic performance in science. *Turkish Science Education*, 9(2), 25-48. <http://www.tused.org/internet/tused/default13.asp>
- Bakar, Z. A., & Khan, M. U. (2016). Relationships between self-efficacy and the academic procrastination behaviour among university students in Malaysia: A general perspective. *Journal of Education and Learning*, 10(3), 265-274. <https://media.neliti.com/media/publications/72889-EN-relationships-between-self-efficacy-and.pdf>
- Bazin, C. (2016, Feb 4). 8 things successful people never waste time doing. *Success*. <https://www.success.com/8-things-successful-people-never-waste-time-doing/>
- Britton, B. K., & Tesser, A. (1991). Effects of time-management practices on college grades. *Journal of Educational Psychology*, 83(3), 405-410. <https://doi.org/10.1037/0022-0663.83.3.405>
- Caramela, S. (2018). *The Management Theory of Frank and Lillian Gilbreth, Business*.
- Chase, J. A. D., Topp, R., Smith, C. E., Cohen, M. Z., Fahrenwald, N., Zerwic, J. J., ... & Conn, V. S. (2013). Time management strategies for research productivity. *Western Journal of Nursing Research*, 35(2), 155-176.
- Cherry, K. (2020, Feb 20). Attitudes and behaviour in psychology. *Verywell Mind*. <https://www.verywellmind.com/attitudes-how-they-form-change-shape-behavior-2795897>
- Claessens, B. J., Van Eerde, W., Rutte, C. G., & Roe, R. A. (2007). A review of the time management literature. *Personnel review*, 36(2), 255-276.

- Cyril, A. V. (2015). RESEARCH PAPERS TIME MANAGEMENT AND ACADEMIC ACHIEVEMENT By. *I-Manager's Journal on School Educational Technology*, 10(3), 38-44.
- Ghuman, K., & Aswathapa, K. (2010). *Management: Concepts, Practice & Cases*, India, New Delh: Tata McGraw HillEducation Private Limited
- Hong, J. C., Lee, Y. F., & Ye, J. H. (2021). Procrastination predicts online self-regulated learning and online learning ineffectiveness during the coronavirus lockdown. *Personality and Individual Differences*, 174, 110673. <https://doi.org/10.1016/j.paid.2021.110673>
- Ika Sandra, K., As, M., & Djalali, ad. (2013). Time Management, Self-Efficacy, and Procrastination. 2(3), 217-222.
- Khurana, A. (2009). *Scientific Management: A Management Idea to Reach a Mass Audience*, India, New Delhi: GlobalIndia Publications PVT Ltd.
- King, J. M. C. (2002). *The procrastination syndrome, signs, symptoms, and treatment cultural studies and analysis*. Stoke Publisher
- Macan, T. H., Shahani, C., Dipboye, R. L., & Phillips, A. P. (1990). College students' time management: Correlations with academic performance and stress. *Journal of educational psychology*, 82(4), 760.
- Mercanlioglu, Ç. (2010). The relationship of time management to academic performance of master level students. *International Journal of Business and Management Studies*, 2(1), 25-36.
- Mohamed, O., Hamal, R. B., & Mohamed, K. (2018). A study on time management: case of northeast normal university international students. *European Journal of Alternative Education Studies*.
- Ng, S. F., Zakaria, R., Lai, S. M., & Confessore, G. J. (2016). A study of time use and academic achievement among secondary-school students in the state of Kelantan, Malaysia. *International Journal of Adolescence and Youth*, 21(4), 433-448. <https://doi.org/10.1080/02673843.2013.862733>
- Pehlivan, A. (2013). The effect of the time management skills of students taking a financial accounting course on their course grades and grade point averages. *International Journal of Business and Social Science*, 4(5), 196-203. http://www.ijbssnet.com/journals/Vol_4_No_5_May_2013/22.pdf
- Rai, A. (2016). A study of impact of time management on academic performance of students studying in school. *PARIPEX-Indian Journal of Research*, 5(6), 149-150. https://www.worldwidejournals.com/paripex/recent_issues_pdf/2016/June/June_2016_1466078027__50.pdf

- Sahito Zafarullah. Väisänen Pertti. (2017). Effect of Time Management on the Job Satisfaction and Motivation of Teacher Educators: A Narrative Analysis. *International Journal of Higher Education*, (2) , 213-224. 10.5430/ijhe.v6n2p213.
- Sayari, K., Jalagat, R. & Dalluay, V. (2017) Assessing the relationship of time management and academic performance of the business students in Al-Zahra College for women. *European Business & Management*, 3(1), 1-8. <https://doi.org/10.11648/j.ebm.20170301.11>
- Sheldrake, J. (2003). Henry Gantt and humanized scientific management. *Management Theory* (2nd ed.). Thompson Learning. pp. 35-43
- Sridhar, M. S. (2017). Schools of Management Thought, Retrieved from:https://www.researchgate.net/publication/224952289_Schools_of_Management_Thought (Accessed: 10-04-2019)
- Sullivan, J. (2017). Management Theory of Henry Gantt, Business. Retrieved from:<https://www.business.com/articles/management-theory-of-henry-gantt/> (Accessed: 10-04-2019).