ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

FACTORS AFFECTING TIME MANAGEMENT PRACTICES: THE
CASE OF UNDERGRATUATE STUDENTES OF MANAGEMENT
PROGRAM AT ST. MARY'S UNIVERSITY

BY

EMEBET YOSEPH

FEBRUARY, 2022

ADDIS ABABA, ETHIOPIA

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DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Mosisa Kejela (PhD Candidate). All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

Emebet Yoseph   _____

                                                    Signature & Date

St. Mary's University, Addis Ababa

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St. Mary's University
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FACTORS AFFECTING TIME MANAGEMENT PRACTICE:
THE CASE OF UNDERGRATUATE STUDENTES OF MANAGEMENT PROGRAM AT ST.
MARY'S UNIVERSITY

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ABBREVIATIONS AND ACRONYMS

SMU..St. Mary's University

ANOVA..Analysis of Variance

SPSS…………………………………………...Statistical Package for Social Science

VIF……………………………………………….Variable Inflation Factor

PG………………………………………………..According to policy Group

LEA………………………………………………Local Education Authorities

HCC……………………………………………..Hertfordshire Country Council

IGNOU………………………………………….India Gandhi National open university of India

TOEFL…………………………………………..Test of English as a foreign language

GRE……………………………………………..Graduate Record Examinations

CISI……………………………………………..Chartered Institute for Securities and Investment

PRAXIS………………………………………...American teacher certification exams

ABSTRACT

The purpose of this research is to assess the "factors affecting time management practice of the undergraduate students of management program at St. Mary's University". The target populations of this research were management students. A thorough review of literature of the time management practices were conducted with a view to get a good insight of contributions of authorities on the variables. The study is quantitative and qualitative in its approach and has been able to use descriptive and explanatory research deign were used during the study. Questionnaires and interviews were used to gather information from student and teachers in management program. Sample sizes of 150 simple sampling management students were used during the study, and in addition 15 non probability purposive sampling management class teachers were interviewed. The Data was analyzed through descriptive statics (percent, frequency, mean and standard deviation) correlation and linear regressions using SPSS (Statistical Package for Social Sciences) version 20 software. The research findings revealed that the factors affecting time management practices: The case of undergraduate students of management program at St. Mary's university is positive and considered good, there are four variables of factors affecting time management practices Transportation, Social/Family, Institution/University related and social media addicted. Correlation analysis shows that factors of transportation, university related and social media addicted has strongly positive relationship with students' time management practice the other variable of social/family factor has negative relationship with students' time management practices variable, the R square and the ANOVA model shows a significant result. Accordingly, four factors hypothesize were three factors (transport, university related and social media addicted) accepted except social factor. For the above finding for this research recommended continuous and workshop in related to time management for students and Students should focus on their studying instead of spending their time in social media

Key words: Time management practices factors, Transportation, Social/family, social media addicted, University related factors. St. Mary's University

CHAPTER ONE

INTRODUCTON

This chapter describes the background of the survey, problems, basic research questions, the purpose of the survey, the importance of the survey, the scope of the survey, and the structure of the survey report. The details are as follows.

1.1. Background of the Study

Time management is important for everyone, especially students. Everyone has the same time, but most people don't make the most of it. Time cannot be purchased, change, or stored. Individuals can easily succeed in life if they manage their time effectively and recognize the importance of efficient planning. Everyone should teach time management, especially the university or college students, who have packed schedules and need to devote equal time to studies and fun (Al Khatib, 2014).

The only thing, which cannot be changed by man, is time. Whatever the position the man holds, one cannot stop time, cannot slow it down, nor can he speed it up. One cannot get back the time. Nothing can be substituted for time. Leaders have numerous demands that are to be completed within a limited time. Yet, to be effective a leader manages time. The ability to schedule time to complete the task is known as time management. If we analyze how we are spending our time, we can find the time wasted. If we implement some time saving methods, we will gain valuable time (Bhrathi, T et al., 2004). The term time management should not be misunderstood as time can be managed. In fact time can't be managed. By time management what we mean is we need to manage ourselves according to the time. Time management is actually self management. The skills that we need to manage others are the same skills that are required to manage ourselves. Namely, the ability to plan, organizes, direct and controls.

Students struggle with the concept of time because they always balance academic and social responsibilities. They try to schedule many activities, such as reading all chapters and books, meeting deadlines, and participating in extracellular activities. Appropriate time management planning, such as setting realistic goals, prioritizing work, and monitoring time usage, leads to effective work and good academic performance, while increasing productivity and reducing

stress, while also leading to effective work and a good academic performance (Al Khatib, 2014). Time management involves work, social life, family, personal interests and various tasks committed to time precision. Time management plays an important role in academic success and student progress. Despite their talents, it is now clear that academic success has not been achieved, often due to the lack of knowledge of students' time management. Therefore, proper time management is required to complete all the work related to education in a smooth manner with daily activities (Yilmaz, et.al, 2010). Time management plays a significant role on the students who are studying at the secondary level institutions.

Good time management helps a person to do more work in less time which leads to more free time. Therefore, it helps individuals learn and focus stress-free and leads to greater career success (Mercanlioglu, 2010; Oyuga, et.al, 2016).Completing education on time is considered one of the most valuable goals for students around the world (Subramanian, 2016).Significant steps in time management are priority activities (Claessens, *et. al*, 2007). Students need to understand the importance of time management, and their awareness of time management is very important in relation to curriculum or extracurricular activities (Twehues, 2013).

Time management plays a vital role in improving student's academic performance and achievements. Each and every student should have time management ability which includes setting goals & priorities, using time management mechanism and being organized in using time. Here time management is only possible through self-motivation; performance, ability and motivation (Brigitte, Claessens, Eerde, & Rutte, 2005). These are the few activities performed by today's university students, which act as a barrier between them and their academic performance. Due to miss management of time they gap behind. This study will help to analyze the positive or negative impact of time management on academic performance of students. It will also help to make some decision about changes we would like to make to use our time more effectively (Noftle, Robins & Richard, 2007).

There is no one right way to manage our time; however; it is important to get to know our self, so we can make good decisions about how to use our time. Likewise, in the process of providing educational services this issue has been a subject of interest discussed and emphasized in several platforms and an attempt has been initiated to assess and analyze time and the time management attitudes and behaviors of students in educational institutes (Denlinger, 2009).

Time management is a key element of success at all levels of life, and therefore the term time management is a very useful topic as it is strongly associated with management tasks. Despite of its importance, it is never an easy task to manage time individually and a need to specific qualifications along with many personal skills is then a must. Higher education is a stressful period in the lives of students due to various reasons such as living away from families, a heavy curriculum or ineffectiveness in higher education programs (Bhujade, 2017).

There is no one-size-fits-all approach to time management (Taylor, 2007). However, there were various research-based tactics to deal with time-consuming activities. Kennedy (2002; 8) studied time management in schools and suggested that identifying the obstacles was very important in achieving the goals and plans of the educational process. Awareness of the factors affecting time management practices is very important for students, because it is important to solve the problem easily.

Hence, this research measures variables that affect time management practices which are transportation, social/family, and university related and social media addicted at St. Mary's University.

1.2. Statement of the problem

Time management practices are an effective tool to achieving success in all forms or categories of enterprise including academic achievement. Students waste most of their time on unnecessary activities like phone chatting, playing and listening to the music and procrastinating (Blair, 2013).However, some students find it difficult to manage their time effectively due to lack of skills related to time management. Hence, among other variables, lack of management skills appears to be an important variable which affects students' academic performance.

In developing countries, where students have many problems in their academic process, researchers have new stories to get much more interesting results. Time management practices influence student outcomes as empirical research by former researchers. Despite their knowledge of the impact of time on school performance, students do not attach great importance to this connection (Sevari& Kandy, 2011). Therefore Time management has a significant impact on the lives of the students commonly for those who are studying in the higher education institutions where there is no existence of parent and teacher supervision. It is better to conduct research to create broaden awareness on the effect of time management for the students and others.

Students of St. Mary's University are showing a behavior of disrespecting of time. In the classroom, the researcher had the opportunity to observe where they were late for class. There is no student priority in school assignments. This leads to the fact that some students are hesitant, especially when it comes to class and exam delays due to a shortage of students.

Though time management practices are beneficial to the students in increasing their activities, there are certain factors, which impede them in managing their time management practices. The first one is Transportation; the academic performances of the regular students are lower than those living at their homes due to spending long hour in traveling. The students are not able to cope up with their studies (Ahmad, Shahid, &Banu, 2018). Social factors, well-educated family

students try to cutoff unnecessary social contact, including family problems, while studying (Yörük, Boyraz, Akkuş, and Akkuş, 2012).Third institution / university-related factors, flexibility in the university environment, and freedom can ruin students who have not learned time management skills (Razali, Rusiman, Gan, and Arbin, 2017).The last Social Media addicted, Rithika and Selvaraj (2013) in their study discovered that students who spend more time on social media may have difficulty balancing their online activities and their academic preparation.

As this researcher recognizes, the results and recommendations of previous studies on similar subjects differ from each other. This leaves a gap. The only way to close this gap is to conduct another study on the relationship between time management practices since the previous studies focused on individual relationship of factors with time management practices. Among this many variables time management practices I focus only transportation, social/family, university related and social media addicted.

This study was conducted to fill gaps that were not addressed by factors that influence time management practices. So, the above listed basic problems lead the researcher to give its emphasis study on student's time management practices in St. Mary University's.

1.3. Research Questions

To address the issues under the statement of the problem, the following research questions are developed.

- What are the factors that affect time management practice of undergraduate students in management program at SMU?
- What are the major challenges of time management practice of undergraduate students in management program at SMU
- How is the time management practices of undergraduate students in management program at SMU improved?

1.4. Objectives of the Study

The study has both general and specific objectives.

1.4.1. General Objectives of the Study

The general objective of the study is to assess factors affecting time management practices of undergraduate students of management program at St. Mary's University.

1.4.2. Specific Objectives

- To assess the factors affecting the time management practices of undergraduate students in management program at SMU.
- To identify the major challenges of time management practices of undergraduate students in management program at SMU.
- To provide suggestions on the ways of improving the time management practices of undergraduate students of management program at SMU.

1.5. Significance of the Study

The purpose of this study under the title "Factors Affecting Time Management Practices in the Case of Undergraduate Students of Management Program at St. Mary's University." is to examine factors that affect student's time management practices. This study is very important for several reasons.

The primary beneficiaries of this study benefit students, principals, teachers, defective deans, parents and researchers. Second, because time management is the most important factor in success, we provide guidelines for the responsible use of time management practices by university students. Addressing these skills can raise student awareness. Third, it opens the door for researchers to conduct relevant research on the relationship between time management practices and other variables in the university. In addition a good opportunity for students to learn from other researchers and interact with respondents is to the extent that lack of effective management practices can affect both academic performance and general life progress. Finally, the researcher also benefited from this study as she/he expanded her/him knowledge and experience of time management practices.

However the study has benefited the research because it has identified information gaps, students' experiences with time management practices, and implications for policymakers, social organizers, and community leaders. Furthermore, this knowledge can be educated parents and society at large on the significance of education. Which means facilitates transportation access to students like, bus.

1.6. Scope of the Study

The scope of the study can be discussed in terms of the issue under investigation, conceptual, geographical area, and the methodology adopted. This study aims to test factors that influence time management practices among undergraduate students in the St Mary's University administration program. The Faculty of Business has four departments: Management, Tourism and Hospitality Management, Marketing, Accounting, and Finance. This survey focuses on regular management students. The 2012 Entry batch is part of this study due to lack of time and convenience.

1.6.1. Conceptual

The concepts which have covered under this study are the factors of affecting time management practices on the undergraduate management students at St. Mary's University generally and specifically it tries to see the effect of time management practices variables namely transportation, social, sportsmanship and social media addicted. The researcher included only the above listed variables which determined by the literatures.

1.6.2. Geographical

The scope of this study is limited to investigating the factors of affecting time management practices of undergraduate student in management program the case of St. Mary's University only in the capital city of Ethiopia, Addis Ababa. This study focused on St. Mary's University.

1.6.3. Methodological

Despite the importance of, including all governmental and private University; resource limitation coupled with large population size forced the study to focus on one of the largest private university in the country especially in Addis Ababa, namely St. Mary's University. The study is delimited to factors affect in on student's time management practices. The study has explored specifically undergraduate regular management students. The researcher actually chose to descriptive and explanatory research design to analyzing the research. The study is conducted at St. Mary's University which was delimited to 150 respondents of questioner. The study has also tried to examine effects of students time management practices of St. Mary's university that affect the recommendations for further improvement.

1.7. Limitations of the Study

As with most studies, the first limitation of this study is the sample size limit, which does not represent other department students. However, this does not mean that all students at this university are included. Furthermore because of the study applied questionnaire to collect the responses from the students and the respondent may lie or bend the truth to look good on their time management practice. this may cause the study bias. Due to its geographical extent, Because of its vast geographical coverage this paper cannot address all students studying in different parts of Ethiopia. It takes financial efficiency and ability to travel long distance to address all so it is delaminated to be worked only on Addis Ababa.

1.8. Definition of Operational Terms

Time: Time is an intangible resource, inelastic, rare and rapidly eroded, and once consumed, is not accessible for recovery, storage, or use (Kalu, 2012).

Management: Management, then, is the planning, organizing, leading, and controlling of human and other resources to achieve organizational goals efficiently and effectively. (Jones & George 2018, p. 5)

Time Management: Time management refers to actions aimed at making effective use of time while performing specific targeted activities (Claessens et al, 2007).

Transport: Encarta (2009) is the transportation of someone or something, usually by vehicle, from one place to another

Family: Ajila et al (2007) found that homes affect individuals because their parents are their first social partners. The family background and the context of the child influence his reaction to the actual situation and level of performance.

Universities: Educational institutions need to design courses to ensure student participation and effective time management (Goodson, Miertschin& Stewart, 2016).

Technology: means you have no control over the use of social media platforms (Facebook, Twitter, You Tube), which ultimately leads to significant stress and dysfunction in your daily life (Lam et.al. 2014).

Social Media Addicted: The definition of Social media addiction can be drawn from the definition of Internet addiction itself. Internet addiction can be defined as "excessive internet use that disrupts a person's sleep patterns, work productivity, daily life, and social life" (Young, 1996).

1.9. Organization of the Study

This research has five chapters. The first chapter deals with background of the study, statement of the problem, objective of the study, research questions, significance of the study, scope of the study, limitation of the study, definition of key terms and organization of the study. The second chapter has based on the related literature written before, which reviews theoretical and empirical literature on the key variables of the study.

This literature review sought to find possible answers to the research objectives by exploring literature by previous authors and scholars who have made their contributions on Factors affecting time management Practices: The case of undergraduate students of management program at St. Mary's University. The third chapter has discussed on the design and methodology of the research study. It includes methods of data collection determining the target population sampling design and data analysis methods. The fourth chapter has presented the study's research findings. It has described, analyzed and also interpreted. In this chapter statistical data has presented in the form of tables. It has answered the questions raised in chapter one which gave birth to the research project. In the fifth and the final chapter, the research findings has summarized appropriately. These includes summary of findings, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Concept and Theory

The concept of time management was unknown until the late 1970s, but by the early 1980s, administrators began to consider it a time management resource (Claesses et al., 2007).Time management is actually a form of self-management as needed, allowing you to control or manage the events that are occurring. Time management thus requires the right decision at the right time and is one of the basic requirements of personal and professional success.

Time management means those behaviors that aim at achieving an effective use of time while performing certain goal directed activities (Claessens et al, 2007). Akomolafe(2005) time management is the art of arranging, organizing, scheduling, and budgeting ones time for the purpose of generating more effective work and productivity.

Time management is a skill that all students need to know as well as apply. Many students complain that they don't have enough time to complete a particular task. They are frustrated because they can't do it before the deadline. Time management is very important for improving grades and productivity, especially for college students (Laurie &Hellsten, 2002).However, in most cases, students face problems such as work resistance and anxiety and begin to hesitate due to lack of organizational skills. As a result, students are unable to organize their assignments according to their priorities and are more likely to be distracted and hesitant. As you can see, time management is very important for college students and is one of the keys to higher academic performance (Kelly, 2004).

In generally, time management is very importance for school principals. It helps to improve the school and to enhance students" achievement. It minimizes job stress while increasing school effectiveness. Effective time management skills help school principals meet work requirements, reduce work stress, and improve performance. Successful time management allow school principals to stay focused on their work and contribute to school productivity (Claessens et al, 2007).

2.1.1. Definitions of Time Management

Gerald (2002) has defined time management as the art of arranging, organizing, scheduling and budgeting one's time for the purpose of generating more effectiveness in both work and productivity. It is also recognized as a set of principles, practices, skills, tools, and systems to work with to achieve and improve quality of life (Argarwal, 2008; Kelly, 2004). Time awareness makes it essential to plan before doing things and prioritize many tasks on a daily basis. Time management involves allocating the appropriate amount of time to each activity performed in order to effectively manage the task and perform the task within a predetermined time. Prioritizing the work to be done comes from how individuals use their time effectively and manage the urgency of their needs and the time spent on each task in a way that maximizes time.

Maganga (2014) defined time management as a process which helped in the organization of the events or tasks by determining the amount of time needed for the completion of the tasks, deadline for completing these tasks, and thereafter adjusting the interfering events so that the tasks could be completed within time. Time Management not does indicate that several tasks have to be done in the day but refers to the completion of the important tasks. This process helps the person decide the most significant tasks, either at home, workplace or in one's personal life. Thus, the individual has complete control of his own life. Managing time or setting aside a few minutes requires strategies and great planning practices. Early research and various how-to books set time by setting fleeting long-term goals, keeping time logs, organizing errands, scheduling and planning, and pacing learning. It suggests that it can be used effectively and beneficially (Grissom, Loeb, and Meister, 2013). According to Lakein (1973), time management is the conscious planning or training of activities aimed at using specific techniques such as to-do lists, or learning how to learn and apply such techniques.

2.1.2. Importance of Time Management

Time management is very important for many reasons. The fact that everyone spends time in their daily lives means that time is a part of their daily lives and the passage of time is irreversible, so it must be managed to end the day well. That means you have to do. According to Brigitte et al. (2005) Time management plays an important role in improving student performance. They added that all students need to implement a time management system to effectively organize their activities, set goals, and prioritize activities that require immediate attention. It is also through time management that the students' ability to make decisions can be

enhanced thereby using time more effectively (Noftle, Robins & Richard, 2007). There is no generally accepted method of time management, but it is important that individuals, such as students, appreciate time management and apply it in a variety of situations. Pehlivan (2013) argued that focusing on efficient time management is the key to life's success.

2.1.3. Principles of Time Management

Sopon, (2017) believes that effective management skills help students work toward their goals and avoid unnecessary activities that distract them. Time control is important for college kids to set dreams which might be realistic. According to Gupta, Hershey and Gaur (2012), time management is a successful skill that benefits students. Students who have more control over their assignments will be satisfied. Kaushar (2013) argued that with proper time management, students would behave accordingly. According to Covey (2013), highly effective people have planning, better decision making, managing their lives, and effective time management skills. One must be responsible for one's learning and be proactive in determining the direction of one's life through personal choices and initiatives. To set meaningful goals and manage your time well, you need to start with your goals (Covey, 2013).

2.1.4. Factors Affecting Time Management of University Students

Without the development of effective habits, such as such motivation, met cognition, and self-regulation, students are likely to perform poorly and find it difficult to improve future performance (Baothman, *et.al*, 2018). There are different internal and external factors that are affected the time management of university students.

A. Transportation

Students commuting daily has to face increasing burdens on their daily lives and to cope up with the time management (Forbus, et.al, 2011), whereas students living in hostel were able to spend more time on their private studies, assignments and were able to save their transportation time (Zakaria, 2016).Tabaro (2013) explains that in the city of Kigali, students are competing with adults to catch a bus during rush hours. As students attempt to get into the bus, they are pushed and pulled back hence to remain behind. There is no proper delivery for students to get to schools and back home; the results students are forced to walk long distance to and from schools to compensate both transportation cost and poor accessibility of public transport. School location contributes much on school attendance since it minimizes transport problems.

According to Africa Development Bank (ADB) (2011) inadequate of instructional time is among of factors that leads poor quality of education. Transportation problems also according to this analysis affect school surroundings as 27% arrive at school before class hours but they cannot participate in school cleanness successfully.

Transport is one of the major problem facing students in St. Mary's University to attend their classes at specific time due to distance where the schools allocated. It is difficult for students to get to school in the morning as adult people and bus operators compete with them to board the public buses (Onyango, 2012).According to Zakaria (2010) claimed that it take two to three hours to get home in the evening traffic madness. Students who are late for school or do not attend school on a regular basis not only give up their chances of being educated, but are also late, absent, or angry, impairing other students' learning opportunities. With regard to attending school, knowledge of the factors that influence attending school is limited.

> ## Student Transport Policy

According to Policy Group (PG) (2010) explained that Local Education Authorities (LEA) in Wales, facilitation of transport for students is compulsory with the purpose of enable the student's attendance at a particular location for teaching and learning processes. Local education authorities need to determine the most effective use of resources to provide useful transportation, such as public bus, rail, or private bus contracts to get students to and from school. For example, one of the guidelines states that "local governments need to specifically consider all disabilities or learning disabilities of all students" (PG, 2010, p.4). This policy aims to assist students living far from school by providing free transportation. Provision of travel cards for students is another way to facilitate transport for students. The Hertfordshire County Council (HCC) (2011) states that this policy provides travel cards for students to travel to Hertfordshire learning facilities.

B. Social / Family

The family role in supporting students in their daily life such as frequent contact of the family, level of parental financial support, independence from family are all important to the students' educational performance (DeFauw, *et.al*, 2018). They spend a lot of their time on these sites as part daily lives. Studies revealed that among the various age groups of students, university students are among the most using social networking (Azizi *et. al*., 2019).

The time spent managing family problems is a factor that disrupts student learning time, and therefore students claim that they have no time for their families (Zartler, 2010).Study time should be treated like an academic class free from the family and considered as a media-free zone (Office of the Family Engagement, 2019). It is common for parents and family members to be distracted from their mobile phones while parents are studying at home (McDaniel, 2019).Family workload may highly impact students' academic achievement (Nzewi, *et.al*, 2016). Social networking sites and applications are widely used by students. They spend a lot of their time on these sites as part daily lives. Studies revealed that among the various age groups of students, university students are among the most using social networking (Azizi *et.al.*,2019).

C. University-Related

Institutions need to design courses to ensure student involvement and effective time management (Goodson, *et. al.*, 2016). Students are faced with challenges such as academic stress and interpersonal relationships on a daily basis and are invited to participate in focus group sessions for proper time management and coping strategies (Lin, *et. al.*, 2015). Inefficient time management without proper guidance and advice can lead to poor academic performance of students (Britton and Tesser, 1991; Hensley, Wolters, *et. al.*, 2018; Indreica, *et. al.*, 2011). Students can make positive and high progress only if the institution implements an organized time-controlled lesson plan (Herrera Agudelo, 2016). University administration needs to develop a coherent strategy to make students' perceptions of the meaning and use of time fruitful (Alghaswyneh and Basri, 2015). Teachers need to be careful to improve time management. This is because it affects students' academic performance (Kayode and Ayodele, 2015). Students who received the script and handouts long before the lecture were able to organize their time and prepare for study, leading to higher academic performance (Erdemir and Tomar, 2019).

McWhorter (1988) advocates the importance of writing all assignment deadlines and exam dates on a calendar; referring often to a calendar with these important dates, he points out, will help students keep focused on their goals in order to achieve these goals successfully. Although 85.4% of the survey participants used some kind of calendar to keep track of assignment deadlines and exam dates, the survey results also indicated that only 48.8% of participants marked those important dates on their own physical or digital calendars.

D. Social Media Addicted

Michikyan, et.al, (2015) argued that technology has positive and negative impact on students' lives and their grades. Social media, social network and TV are a distraction to students and consume their time to study. Most students find it difficult to have enough study time (Hanson, Drumheller, Mallard, McKee, and Schlegel, 2011).

Many researchers such as Choney (2010), San Miguel (2009) and Enriquez (2010) studies on students' use of the social media sites revealed a negative effect of the use of social media sites on students' academic performance. According to Kuss and Griffiths (2011), social media addiction falls under one type of Internet addiction called cyber-relationship addiction.

Social media and social network are a distraction to students and consume their time to study. Most students find it difficult to have enough study time (Hanson, *et.al*, 2011). According to Michikyan*et. al*., (2015) Facebook is the most frequently used social media by students.Time is spent playing with friends and networking, not studying. Tayseer and Alcheikh (2014) discussed the effect of the utilization of social networks, Face book and Twitter, on the academic and social aspects of students' engagement. The findings revealed a correlation between the GPAs of the students and their use of social networks. One noteworthy finding was that numerous respondents do not utilize social sites to search for university-related information. Nevertheless, many of them promote the idea of conducting online study groups. Another result also revealed that the students have a tendency to use social networks more for social purposes instead of academic ones. Social media also has an impact on student mental health; which refers to their emotional, psychological, and social well-being. University students spend a lot of time on social media day and night, and it can be said that such technology plays an important role in daily life.

A study by Oye, Mahamat and Rahim (2012), in Malaysia, revealed that most students unconsciously get addicted to the use of social media networks and get obsessed with them. The participants indicated that they always intended to spend few minutes but always ends up spending hours surfing and updating profiles as well as viewing photos.

Alternatively, (Alwagait, *et. al*., 2015) investigated the impact of social media use on Saudi Arabian students' academic performance.Their study aimed to explore the effects that social media use has on the academic performance of the students, their ability to engage, and the

impact on their lives. The result also revealed that Facebook and Twitter were one of the most popular social networks that students spent majority of their time on. In this study, students Stated that besides excessive social media use, they felt that football and time management were factors that contributed to their negative academic performance. Junco (2015) studied the time that students at various class ranks spent on Facebook, as well as the time they spent with Facebook while multitasking, and their other activities. The results revealed that seniors spent considerably less time on Facebook and that they also spent considerably less time multitasking with Facebook compared to students from other class ranks.

Due to the corona virus pandemic, the switch to the distance education process was made in line with the restrictions implemented for protecting public health. Increasing adolescents spending more time at home resulted in longer screen times, limited field activity, reduced interaction with peers, unhealthy sleep patterns, and increased levels of stress and anxiety (Liu *et al*., 2021; Wang *et al*., 2020). Based on this, the purpose of this study is to investigate the relationship between high school students' social media addiction, sleep quality, and psychological problems.

2.1.5. Advantages of Time Management
Adeojo (2012) has stated some of the advantages of practicing time management as follows:

- It gives complete control over some areas of your life.
- It leads to improvement of better achievement of educational performance
- Provides opportunity to be more organized.
- Gives access to use your time effectively
- Effective time management may increase the time available for activities
- Makes easy to handle workload.

2.1.6. Importance of Effective Time Management
Yakubua and Edna (2015) described the importance of time management below:

- Time is very limited: Time is a type of resource that cannot be saved or saved later. Everyone gets the exact time. If not used effectively, it will be lost forever.
- Time is scarce: Many feel that they do not have enough time to complete various tasks and are constantly reporting lack of time for their activities. Effective time management helps you use your time efficiently.

- Time is required for everything: It takes time to accomplish all the valuable things in life. Moreover, waiting for free time is unproductive and dangerous. You need to learn to manage your time to accomplish important tasks. Even if you spend a little time each week trying to reach your big goals, you're still making progress.
- Several choices: With the recent advances in technology, there are several ways to spend time. However, you need to plan and make the right decisions. Effective time management helps you make conscious decisions so that you can spend most of your time on important and relevant activities.

2.1.7. Challenges of Students for Time Management Practice

Young (2017) noted that most student perform low in their academic work because of new lifestyle they faced in the college particularly those who are not living with their parents or guardians. These students like enjoy parties going out shooping and enterainment with friends because of that studying can be boring.

Kaushar (2013) commented that time management is possible only through personal initiatives, and learners' academic performance is usually fixed to time management skills. In his opinion, the following are barriers that prevent college students today from achieving better grades in their studies. In life, spending hours on social networks, talking too much on the phone, not having the right schedule for activities, working in an organization, not having the right guidance, no goals, objectives, missions, visions, or goals you want to achieve.

2.2. Empirical Review

In this section of the study, researchers reviewed studies conducted by other researchers around the world, in the region, and in the region, related to the current study, "Student Time Management Practices." in SMU.

According to Sagredo,*et. al*. (2020) Time management for research purposes is defined in different ways, but these approaches are planning, organizing, or prioritizing. Meanwhile, Herrero *et al.* (2019) Time management is the process of setting defined goals or objectives,

identifying tools that are beneficial to time management, tracking available time, and confirming the use of a given time. That is, the perception of personal control over the use of time.

Abulshawi&Abusultana (2003) conducted a study aimed at recognizing the ability of Yarmouk University students to manage time in various faculties and to consider variables to determine their relationship to academic performance. Gender, year of study, and faculty, and how these variables affect time management skills. The findings show that students at Yarmouk University have intermediate-level time management skills, as well as time management and academic performance skills. And, according to undergraduate variables, the positive correlation and statistical significance between time management skills and academic performance benefits only economics students.

According with N. Khanam, *et al*. (2017), which developed a research with university students, more than 51% of the participants presented low level of time management score, which could be direct connected with higher stress levels and affect the students' learn capabilities.

Scientific literature shows that time management is one of the factors that influence student performance and academic performance. According to Balduf (2009), poor time management results in poor academic performance. Effective time management, on the other hand, can lead to higher academic performance. Karim and Kandy (2011) illustrated and tested the effects of time management skills on self-efficacy and academic performance. The results of this study showed that self-time management training influences self-efficacy and improved academic performance.

A study by Alrheme and Almardeni (2014) looked at the student's perspective on timing and academic performance in terms of planning, organization, leadership, and censorship, as long as the impact of personal variables on academic performance was identified. The purpose is to identify.

Study by Oghuvbu (2010). Education Consultants India Limited (Ed.CIL) (2007) found that school and housing conditions affect student attendance. Parents' social status and level of education affect their attendance at school. The geographical location of the school, the attitude of the student towards the school and the subject, the inadequate supervision of the student's activities by teachers and parents, the inadequate teaching method and the lack of facilities affect the students attending the school.

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This shows that effective school leaders are spending their time on classroom-related tasks. Ghamrawi and AlJammal (2013) found that school principals lack basic time management skills and spend much more time on management tasks than on classroom tasks. Grissom et al. (2013) also found that school leaders with better time management skills spend more time managing lessons at their school.

Kimlglo&filz (2008) conducted a study at the Faculty of Education at Gazi University in Turkey aimed at examining the relationship between academic performance and time management skills. The study results also showed that student behavior in the area of time planning was high and lowest in the area of wasting time. It was also shown that there was a significant positive relationship between time planning and wasted time, and between students' academic performance, and there was also a significant relationship between average time management and academic performance.

Mahad, Khir, and Rahma (2011) also investigated the traffic problems of Malaysian students and found that the distance between the school district and the dormitory was one of the major traffic problems. School transportation has always played an important role in student life.

Abusakour (2003) identifies time management and decision-making barriers for state secondary schools in Westbank, Palestine by identifying time management and decision-making barriers for state secondary schools. We conducted a targeted survey. Developed from appropriate suggestions to reduce them. The researchers used a descriptive approach to gathering information and data in his work. The results of the study showed barriers to time management, in addition to lack of resources and delayed school performance the following year.

The literature reviewed shows that principal time allocation for their functions also differ from country to country that influence principal time management.

As a result, learners most often face issues such as aversion and vulnerabilities to performing errands that stall because they have to spend time on management skills. Time management is fundamental to all students and is one of the keys to competing and succeeding in this area (Kelly, 2004). According to a study, groups of students have moderate time management skills, and few students have mastered time management skills. Because they are time management specialists, they have high academic performance (Yilmaz, *et. al.,* 2006). A related study

recommended that students should become time management specialists from an early age by developing their own reading habits. Children's habits play a major role in academic performance. Parents need to train their children in a time discipline from the beginning (Lisa and Robert, 2008).

According to Tsitsia, B., Afenu, D., Kabbah, S., Attigah, A., &Bimpeh, G. . . (2021), the existence of time management strategies to check the students' time consciousness is of low rate in the Colleges. The results is show that majority of the students with approximately 60.5% disagreed on all five construct items on the existence of time management strategies in the Colleges of Education. The frequencies of 73.8%, 64.3%, 56.3%, 55.7% and 52.4% respectively disagreed on the statements: periodic sensitization workshops for students on effective time management practices are organized, students' time consciousness is checked through the use of effective time management checklist periodically, there is a robust time management policy in the institution, time management procedures and strategies are well communicated to students, and students are motivated on effective time management practices periodically

Horn *et al*. (2010) the time spent on activities associated daily education with positive academic performance, such as student performance, and often suggested a negative relationship with teacher-parental evaluation. For this reason, the principal's role is the element of using tasks to organize time.

➢ **Effective Time Management Tools**

Kaufman (2004) indicates that chronically late individuals do not manage their time schedule properly. It is suggested that good organization is closely linked to time management in the sense that being well organized is a major asset to being successful at working in a productive and effective manner. Factors that lead to effective time management include good organization, keeping time schedules and files and establishing a routine of study.

Javier and Reyes (2015) identified demographic factors associated with prime time allocation. They investigated that gender, age, specific training to become a school leader, and school ownership and size are factors that influence timing. They confirmed that the best principals

were women, the elderly, and those who were specially trained for the post. They are better because they spend more time on educational tasks and less time on administrative tasks. On the other hand, better management can be found in smaller and private schools where principals can focus more on their educational tasks.

Time management and school leadership School leaders who have not completed training face the challenge of managing their time properly because they are unable to focus on activities that improve student performance. As can be seen from the reviewed literature, lack of education is another factor that impedes school managers in the effective management of time. Su (2013) experimented with the question of how training affects school leaders' time management practices. Sue found that the three principals who participated in the experiment spent more time on post-training educational leadership behavior. Horng *et al*. (2010) study finding agrees with the above finding principals who have not got time management training spent most of their time on Administration activities. However, the work of Javier and Reyes (2015) finding agrees with the current study finding. They found that principals allocate most (29.25%) of their time for curriculum and general teaching activities at the school. Taylor (2007:100) also presented in his research that school principals are spending more time on instructional leadership items than management items.

Every economic activity comes with its requirements on time, cost, and quality. One achieves effective and efficient goal realization through appropriate time, cost, and quality management procedures. Therefore, time, cost, and quality are essential elements that determine any organization's success, especially social (formal) organization such as the school. The focus of C. S. Ugwulashi (2012) is on the implications of time, cost, and quality in school administration by studying the concepts, applications, compatibility, and relevance in the attainment of school goals. Because Without efficient use of time and cost in pursuit of school activities, quality cannot be maintained .hence, time seems to be the measuring instrument for effective cost and quality management in any organization. In other words, cost and quality go together, when appropriate cost is allocated and funded, the school can provide the quality teaching and learning services in promoting performance.

Peng and Kamil (2017) Faisal, Abdulla, and Mohammad and Nabil (2014) pointed out that there are several behaviors that contribute to poor student performance, such as networking and preparation for exams. Aduke (2015) reiterated that procrastination and prioritization are powerful clues that affect academic performance compared to time management. Therefore, students need to learn to prioritize what is important and focus on what can lead to success.

Students who received the script and handouts long before the lecture were able to organize their time and prepare for study, leading to higher academic performance (Erdemir and Tomar, 2019).

Various studies indicate that the number of social media users is increasing across the globe. For instance, in recent years, the number of Face book users has increased worldwide. After ten years of its service the people officially registered on Face book have reached more than 1.2 billion (17 % of the world's population) (Face book, 2014). Of those, 28.7 % were in Asia, 25.8 % were in Europe, 23 % were in North America and 5.3 % were in Africa (Internet World Stats, 2014 a). In addition, more than 60 percent of the world Face book users are the young generation (Socialbakers, 2014).

In most countries of Africa, research reports have also shown that the use of social media has increased in the last decade (Ahmed & Qazi, 2014). For instance, in Ghana, Apeanti, &Danso (2014) reported that Face book has become very popular; especially 28% of students in various educational ladders use Face Book for various purposes.

In Ethiopia, studies indicate that by the time the Internet technology was introduced in 1997, subscribers were not more than 1000. Ethio telecom (2016). However, one year later its introduction, the number of subscribers rose by 98.5% and reached 2,068 subscribers. According to data obtained from Ethio-telecom (2016), currently there are more than 6.5 million Internet users in the country. Particularly, social networking sites such as Face book has become increasingly preferred ways of communication among Ethiopian adolescents living in the urban areas (Kumulachew, 2014).

Recently published articles specifically indicated that in educational institutions such as preparatory schools and universities, the number of students who use social media is increasing alarmingly (Nebiat&Girum, 2014; Yirga, 2015). Particularly, Mesfin*et.al* (2017) stated that Face book has become an essential part of almost every university students' daily life.

According to Lenhart, Purcell, Smith and Zickuhr (2010), 72% of all college students have a social media profile with 45% of them using social media at least once a day.

In Kenya, Oyuga, Raburu and Aloka (2016) conducted a research on relationship between time management and academic performance among orphaned secondary school students of Kenya. The researcher used an ex-post-facto research design with which a saturation sampling method was used. The target population was 300 learners and 23 Principals. The sample size consisted of 300 orphaned secondary school learners and seven principals selected by saturated and simple random sampling method individually. The instruments used for data collection were questionnaires for the learners, document analysis and interview guide for Principals. The instrument was validated through experts' description and University professors in the section of psychology. To examine the reliability of the tools, the researchers used test-retest and correlation coefficient of 0.891as being the alpha.

The results revealed that 41.6% of the learners always did things in order of priority while 39.2% of the learners sometimes did things in order of priority. Furthermore, 10.8% rarely did things in order of priority while 8.4% of the learners never did things in order of priority. Again 46.1% of the learners always finished their works during the day while 38.1% sometimes finished their works during the day. Furthermore, majority of the learners forced themselves to plan while others did not force themselves to plan. It was also noted that half of the learners always completed their assignments and homework on time. However the result revealed that there was high positive correlation between time management and academic achievement among orphaned secondary school learners. The study also revealed that lack of facilities, lack of proper housing made it impossible for them to take absolute care of these children. The researcher also recommended review and redesign of effective mediation policies.

2.3. Conceptual Framework

In this study, Students time management practices were considered as independent variable. The four variables indicated below are regarded as indicators of the main independent variable whereas time management practices is regarded as the main dependent variables as indicated in the diagram below.
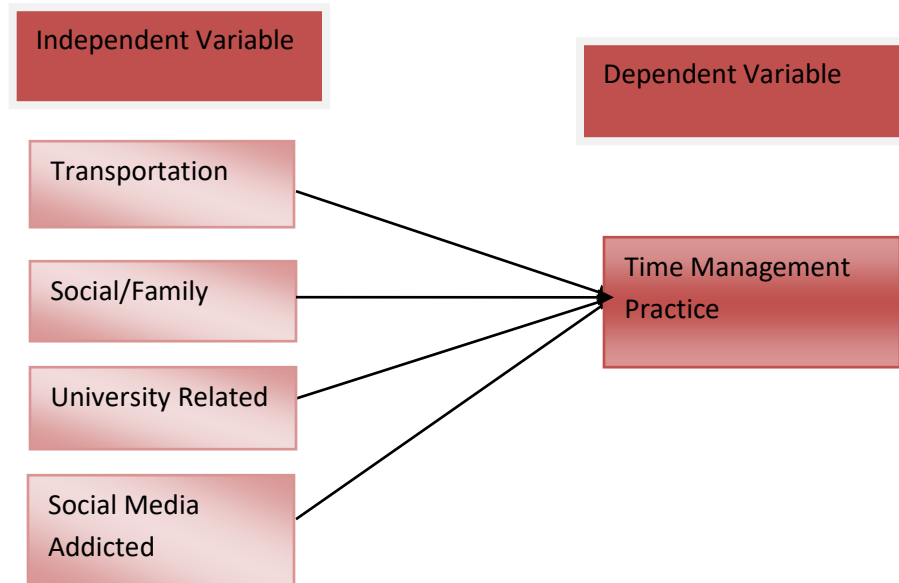
Own Researcher Model

Figure 1: Conceptual Framework

2.4. Research Hypothesis

H1: Transportation has significant effect on student's time management

H2: Social/family has significant effect on student's time management practices.

H3: University related/institution has significant effect on student's time management practices.

H4: Using Social media addicted has significant effect on student's time management practices.

CHAPTER THREE

RESEARCH METHODOLOGY

This part describes the research methods and procedures in the whole process of data collection. It also shows the techniques used and the reasons for using them. In particular, this chapter consists of the research design, sample population, sample size determination, sampling techniques, research instruments, validity and reliability of research instruments and methods of data analysis.

3.1. Description of Study Area

St. Mary's University (SMU) has evolved from St. Mary's Language School, which started operation in 1991, upon establishment; the college had its head office in Hawassa. Which moved to Addis Ababa with the same year and was established as a university in 1998 E.C .Its head quarter is, still, located in Addis Ababa, Lideta Sub-city.

The University is one of the private higher education institutions in Ethiopia; its main campus is located at Addis Ababa. St. Mary's University (SMU) has evolved from St. Mary's Language School, which started operation in 1991 and transformed college in 1998 in Hawassa. Showing noticeable growth through time, it was awarded university status in 2014. Today, it runs accredited undergraduate and graduate programs in diverse fields. Currently, it runs graduate programs in distance learning in partnership with Indira Gandhi National Open University of India (IGNOU).

SMU has a testing center, which is entrusted with administering admission tests, exit examinations, and recruitment tests for employers. In addition, it administers internet-based international proficiency tests including TOEFL- IBT, GRE, PRAXIS and CISI. The Testing Center also engages in giving training to instructors on exam blueprint preparation and measurement and evaluation. The University has a Press which publishes books ranging from KG through higher education contents.

Currently, it has 540 permanent employees, out of which 319 are academic staffs and 221 are administrative staffs. Currently, It has student population is 5,300 in the undergraduate in regular program and 1,376 in the post graduate. The university also has 6,364 students in the undergraduate distance program and on the international programs it has 137 students.

The vision of St Mary's university is to become among the leading higher education center of academic excellence in teaching learning research, publications and community service in east Africa and contribute to the development of Ethiopia. The mission of St. Mary's university is to offer conventional and distance education that is accessible to the larger society through reasonable tuition focusing on quality and standard focusing on quality and standard in teaching research and outreach services. The values of the university are comprised of efficiency , Excellency , quality and standard, self-initiative, teamwork and team spirit, tolerance, excellence regards for students, tolerance ,positive thinking and integrity,

Currently, it has 5,300 Uundergraduate Program students at Shebelle Campus and1376 SGS Graduate Program students at Green Campus. Also have 565 employees; 212 academic staffs and 353 administrative staffs. Nowadays, its students' population is over 5,000 in the undergraduate and 1,100 in the post graduate. Total population of 2012 batch on regular program 1,777 in department of Accounting and finance, Computer science, Marketing management, Management and Tourism and Hospitality Management. This research focus on Management students at regular program the target population of these research 240 students, male 125 and female 115. So, the research intended to investigate the factors affecting time management practices: The case of undergraduate students of management program at St. Mary's University.

3.2. Research Design

Research design is the framework of research methods and techniques chosen by a researcher. The design allows researchers to hone in on research methods that are suitable for the subject matter and set up their studies up for success. The underlying objective of this research study is to examine factors affecting time management practices. To achieve this objective, the use of appropriate methodology that helps to approach the research scientifically is given a paramount

emphasis. This study applies a combination of descriptive and explanatory research designs. The research design for this study was the Cross-sectional field survey method. In cross-sectional field surveys, independent and dependent variables were measured at a similar point using a single questionnaire.

Along with the cross-sectional nature The research took a form of descriptive and explanatory research design in its approach. Descriptive research are designed to obtain data that describe the characteristics of the topic of interest in the research (Hair et al.,2011).Hence descriptive research design has been used to describe or portray the reality of the situations which enables to express level of time management practices. Moreover an explanatory research design was used to achieve the objectives of the study. Because explanatory research helps to connect ideas, to understand cause and effect, meaning researchers want to explain and what is going on.

3.3. Research Approaches

Research can be approached as qualitative and quantitative or mixed when approach to research has been considered as the criterion of classification. Qualitative research is more subjective in nature than quantitative research, involves examining, and reflecting on the less tangible aspects of a research subject, e.g. values, attitudes, perceptions. Whereas, the emphasis of quantitative research is on collecting and analyzing numerical data; it concentrates on measuring the scale, range, frequency etc. of phenomena (Marczyk, 2005). This study collected and analyzed numerical data; concentrates on measuring the scale, range, frequency, etc. of phenomena. The study is detailed and structured, and results can be easily collected and presented statistically. On the other hand, this study depends on careful interpretation of participants' views in terms of qualitative data collected from them. So, this study has students both quantitative and qualitative analysis. It's a mixed research approach.

3.4. Population of the Study

3.4.1. Target Population

The target populations of the study are 240, batch of 2012 management students and 15 undergraduate regular program teachers who have minimum five years' experience. Accordingly, male and female students as well as teachers were used for the study.

3.4.2. Sampling Frame

A sampling frame is a list of components in the population from which a sample is drawn (Saunders, 2012). In this research the sample framework was list of 3rd year management students and their list were obtained from the registrar office and the list of teachers were obtained from HRM office.

3.4.3. Sampling Techniques

This research applies the non-probability sampling technique which is named as convenience method to select the respondents from the overall target population. In order to collect the data from the target population, the research tools were first developed for pilot testing. After the validity and reliability of the research instruments were tested through Pilot testing, questionnaires were distributed in person to pilot testing participants Thus, Prior to the final of the questionnaire, a pilot test is carried out by 38 student participants and 3 teacher participants for the purpose of improving the questionnaire by identifying and eliminating potential problem.

3.4.4. Sample Size

The university has 240 Management Students. Since the population of the study was used, the sample size will determine by use the following formula as present below: Yamane (1967) provides a simplified formula to calculate sample sizes (n) given the population size (N) and a margin of error (e) for our target groups by assuming a 95 percent confidence level.

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

Where: $n = number\ of\ samples$

$$N = Total\ population$$

$$e = error\ tolerance\ or\ margin\ of\ error$$

N= Total population of students

N=240

e=5%

$n = \frac{240}{1 + 240(0.05)} 2 = \underline{\underline{150}}$ samples from Management Students

Therefore, out of 240 the target population, 150 Management Students were selected in the survey. On the other hand, interview sessions have been scheduled with selected management class teachers. For interview sampling, the study used Guest, Bunce and Johnson (2006), recommendation for the minimum sample size for interview. They cited Bertaux (1981) and they said that the minimum sample size for interview has fifteen. In addition 15 teachers were used to diversify the source of data collection.

3.5. Data Collection Method

In this study, both primary and secondary data was used to develop the research. The primary data were collected through Questionnaires, observation and interviews from the selected sample of management teachers and students of SMU, which is a likert scale Questioner. The second data had collected from, primary writing of other. Website, published journal, articles and books.

3.5.1 .Questionnaire

Questionnaire is a type of data gathering techniques where respondents write answers to questions posed by the researcher on a question form. A number of respondents were asked identical questions, in order to gain information that can be analyzed. The types of questionnaires can be open and closed ended questions. Questionnaires help to cover many subject or issues and can be easily quickly analyzed once field data gathering work is completed (Wilkinson and Birmingham, 2003).

A questionnaire was distributed to respondents (students) to measure their perception of university time management practices. To measure the outcome of time management practices for each respondent (student), researchers also used population assessment data from the registrar Office. The questions were formed in a five point Likert scale such as 1= Strongly Disagree, 2=Disagree, 3 =Neutral, 4 =Agree, 5 = Strongly Agree which allows respondents to indicate level of agreement with the statement provided. The semi-structured questionnaire was completed by the students. The teachers were involved in semi-structured interviews.

3.5.2. Interview

In addition to the questionnaire, structured interview conducted with management class teachers. It is supposed as a useful data collection instrument and more helpful to obtain detailed information about personal feelings, perceptions and opinions. It uses more clarified questions to be asked, and it achieves a high response rate. It is also chosen as it provides better opportunities for explaining more explicitly what interviewees know on the issue (Best and Kahn, 2003).

3.7 .Validity and Reliability

3.7.1. Validity

Validity is concerned with whether the findings are really about what they appear to be about (Sounders *et. al*., 2003). Validity is defined as the extent to which data collection method or methods accurately measure what they were intended to measure (Sounders *et. al*., 2003). Numbers of different steps was taken to ensure the validity of the study: data were collected from trusted sources from respondents and survey was based on literature reviews and reference frames to validate the results.

To test the researches 'validity, the researcher conducted used the pilot study. It promotes efficiency in testing and verifying the survey questionnaire before executing a large-scale survey. Thirty eight respondents will be participated in the pilot study prior to administer the questionnaire. It was conducted to check if the questionnaire is clear, easy to understand and straightforward to ensure that the respondents could answer the questions with no difficulty. Based on the feedback from the pilot survey study, necessary changes were carefully made on the questionnaire.

3.7.2 .Reliability Test

Reliability analysis is to test whether a group of items (i.e. items measuring a construct generated from factor analysis) consistently reflected the construct it is measuring (Field, 2005). The most common measure of reliability is internal′consistency of the scale (Hair *et al*., 2006). According to Malhotra and Birks (2007), reliability is the extent to which a measurement reproduces consistent results if the process of measurement were to be repeated. The Cronbach's alpha (α) coefficient is a statistical tool that evaluates the confidentiality through the inner consistency of a questionnaire. It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. A Cronbach's alpha coefficient greater than 0.9 indicates excellent than 0.8 is good, greater than 0.6 is acceptable, greater than 0.5 is poor, and less than 0.5 is unacceptable (Mooi and Sarstedt, 2014). The Cronbach's alpha values shown in table below were found to be above the lower limit. Thus, the reliability of each item is in the acceptable range.

Table 3.1 Reliability Test for Each Item

The study Variables	No of items	Cronbach's alpha	Reliability of Range
Time management practices	9	0.876	GOOD
Transportation	3	0.937	Excellent
Social/family	4	0.631	Acceptable
University related/Institution	4	0.810	Good
Social media addicted	4	0.888	Good
Total	24	0.8284	

Source: Survey data (2021)

As shown from the above tables for Cronbach's alpha coefficients for each item test, the dependent variable are good and the independent variable are excellent and acceptable and the rest two of independent variables are at the good range. To describe the variables in detail the dependent variable time management practice is good, the rest five independent variables; transportation are excellent, social/family are acceptable university related and social media addicted are at good range.

3.8. Method of Data Analysis

The researcher has used SPSS version 20 for the analysis of data collected. As the study focuses on the effect of independent variables (transportation, social, university related and social media addicted) on dependent variable (time management practices) different statistical analysis that could show the effect between the two have been used. Data is analyzed quantitatively by statistical techniques i.e. descriptive and inferential statistics. Descriptive analysis; mean, frequencies and standard deviation are used to describe the profile of

respondents, independent variable levels and level of dependent variable. Pearson correlation test was used to determine the nature, direction and significance of the relationship between independent variable and dependent variable. Regression analysis is used to explore the relationship between the independent and dependent variables while for testing mediation the (Saks, 2006) model used as a guiding framework.

3.8.1 Correlation Analysis

The purpose of this analysis is to explore the strength as well as the direction of the relationship among the independent variables (.i.e. transportation, social, university related and social media addicted). The researcher used Pearson correlation analysis to explore such relationship.

3.8.2 Regression Analysis

Regression analyses is used to explore the relationship between the independent and dependent variables while for testing mediation the (Saks, 2006) model used as a guiding framework. The five assumptions of simple linear relationships were carefully computed and proved to be met.3.9. Ethical considerations

According to Creswell (2014), ethical concerns in research deal with voluntary participation, no harm to respondents, anonymity and confidentiality, identifying purpose and sponsor, and analysis and reporting. The purpose of this study in general is to study on the factors affecting time management practice: The case of undergraduate students of management program at St. Mary's University. The sampled respondents were given prior information regarding the purpose of the study and required time complete and return questionnaire before starting the research. Respondents were given the privilege of not writing their names and other identifications to assure that the information they provide will be kept as confidential and so no respondent was forced to fill the questionnaire unwillingly without his/her consent. The researcher pledges respondents' data and information were kept confidential. The filled questionnaires and recorded interviews shall not be used for any other purpose than the intended academic purpose.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRIETATION

This chapter deals with the analysis of data collected from respondents using both descriptive and inferential statistics and the discussion of findings and results. This chapter of the study presents the data analysis, interpretation and discussion of the outcomes obtained from the data collected on the research topic. The raw data collected using the structured questionnaire was sorted, edited, coded and reviewed so as to have the required quality, accuracy, consistency and completeness.

4. Survey Response Rate

According to (Mugenda, 2003-1999) the statistically significant response rate for analysis should be at least 50%. This study fulfills this response rate analysis.

Table 4.1 Response Rate of the Study

Response	Answer	Respondents	Percent	Response Rate
Returned	Completed	136	95.77%	94.67%
	Incomplete	6	4.23%	
	Total	142	100%	
Not Returned	Not Returned	8	5.33%	5.33%
	Total	150	100%	100%

Source: Own Survey, 2021

For this study, a total of 100% (150) questionnaires have been distributed and 94.67% (142) of the questionnaires have been returned. Among the returned questionnaires 4.23% (6) questionnaires were incomplete to be considered for the study. Therefore, a total of 95.77% (136) questionnaires have been correctly filled and used for the analysis.

4.1. Descriptive Analysis

Descriptive statistics such as minimum, maximum, percent, mean and standard deviation has used to present various characteristics for data sets. This study enabled to present the data in a more meaningful and simplest interpretation way by using descriptive statistics. Therefore, the response of respondents towards each variable would be discussed in detail.

4.2. Demographic Profile of Respondents'

This part of the questionnaire requested a limited amount of information related to personal and demographic characteristics of respondents. Accordingly, the following variables about the respondents were summarized and described in the subsequent table.

Gender and Age of Respondents

Table: 4.2 Demographic Profile of Respondents'

Variable	Category	Frequency	Percent
Gender	Male	64	47.1
	Female	72	52.9
	Total	136	100.0
Age			
	18-20	26	19.1
	21-23	88	64.7
	24-26	22	16.2
Total	Total	136	100.0
Travel from home to school	< 30 minutes	33	24.3
	30 minutes - < 1 hour	39	28.7
	1 -2 hours	53	39.0
	More than 2 hours	11	8.1
Total		136	100.0

Source: Own survey, 2021

As indicated in table 4.2, about 52.9% (72) of the respondents were female and the remaining 47.1% (64) were male. Regarding the age of the participants, the largest group 64.7% is in the range of 21-23 years age group. The second largest group 19.1% is shown in the range of 18-20 years of age group and the least age group 16.2% is in the range of 24-26 years.

From the research result it's possible to conclude that the involvement of male and female are close to proportionality. This implies it enabled the study to incorporate the view of both genders on the issues of time management practices.

According to own survey regarding the travel time of the students from home to school 24.3% are < 30 minutes, 28.7 % are 30 minutes < 1 hours, 39.0 % are 1-2 hours and 8.0% are more than 2 hours. This indicates that the majority respondent are travel time take an hour. This shows the result of transportation highly affect students time management practices. The finding is supported by Zakaria (2010) studies, claimed that it take two to three hours to get home in the evening traffic madness.

4.3 Descriptive Analysis of Factors that Affect Time Management Practice

To measure the level of students time management practices the researcher has prepared close and open ended questions based on the four factors affecting time management practices. The questionnaire contains 24 items based on which the perception of students time management practices across each attribute is measured by disregarding the expectation parameter. To do so a five point likert scale has been used to measure their level of agreement or disagreement on each questions ranging from "Strongly Disagree" to "Strongly Agree". To determine the minimum and the maximum length of the likert scale the researcher has used a range designed by (Hom,1977). The translation of level ranking is analyzed based on the following criteria

- 1 to 1.80 represents strongly disagree (Lowest)
- 1.81 to 2.60 represents disagree (Low)
- 2.61 to 3.40 represents true to some extent (average)
- 3.41 to 4.20 represents agree (High)
- 4.21 to 5 represents strongly agree(Highest)

Hence the mean score for time management practices, transportation, social/family, university related and Social media addicted is computed by the SPSS and presented and interpreted below.

Table 4.3 Response opinion on Time Management Practices

Statements	N	Mean	Standard Division
I'm trying to offer more time to study at the expense of leisure time	136	2.65	1.379
I like following my personal timetable	136	2.24	1.336
Use strategies manage my time	136	2.24	1.312
I used to put my important dates on a single calendar	136	2.25	1.359
I do not like to listen to the term called time management	136	2.22	1.059
I spend my time wisely and avoid distractions	136	2.21	1.347
I do not worry about time	136	2.98	1.493
I can identify areas of in life I waste time	136	2.84	1.335
I make constrictive use of time management	136	2.20	1.310
Aggregate Mean		2.43	

Source; own survey, 2021

The table above shows the mean scores of time management practices. To measure the effect of these variables nine were prepared from which 3 of them have scored average and above average (2.61) mean score while the rest show below average. Do not worry about time (2.98) above average, shows mean score which show that based on the response of the majority, the students worry about time. And average mean was scored can identify areas of in life waste time, the mean score of 2.84 above average. Trying to offer more time to study at the expense of leisure; the mean score is 2.65 above average. This indicates that the majority students spending time by leisure things. In analyzing question used to put important date on a single calendar, the mean score is 2.25 below average. This indicate that the majority respondent disagreed from the find it

can be easily seen the students they don't put important data on a single calendar. Following my personal timetable and using strategies manage my time; the mean score is 2.24 below average. This indicate that the majority respondent disagreed accordingly the finding the majority students don't use strategies manage time and following personal timetable. Do not like to listen to the term called time management, the mean for this item was 2.22 below average. This indicates that the majority respondents disagreed. In analyzing question spend time wisely and avoid distraction, with a mean score of 2.21 below average. According the finding the majority respondent disagreed. In analyzing question "make constrictive use of time management", the mean score of 2.20 below average. This indicates that the majority respondent disagreed accordingly the finding the majority students they don't make constrictive use of time management. This finding is supported by Tsitsia, B., D., kabbah, S., Attigah, A., &Bimpeh, G... (2021) studies, the existence of time management strategies to check the students' time consciousness is of low rate in the Colleges.

Table 4.4 Respondents Opinion on Transportation

Statements	N	Mean	Standard Division
My study time highly affected by travel time	136	4.35	0.993
Unable to plan study time due to travel arrangements	136	4.34	0.968
Traveling from university to home takes lots of time	136	4.13	1.067
Aggregate Mean		4.27	

Source: Own Survey data (2021)

The result shows that most of the agreed that the study time highly affected by travel time with mean score of (4.35), unable to plan study time due to travel arrangements (4.34) and traveling from university to home takes lots of time (4.12). This indicates that the majority respondent agreed traveling from university to home takes lots of time.

Table 4.5 Respondents Opinion on Social/Family

Statements	N	Mean	Standard Division
My study plans get affected by my family	136	2.84	1.335
Get enough time to study at home	136	3.21	0.906
Spend more time on domestic works	136	3.03	1.270
Phone calls from my family & friends takes lots of my time	136	2.92	1.082
Aggregate Mean		3.00	

Source: Own Survey data (2021)

The table presents means score of social factors. As it can clearly be seen the variable was measured with four parameters. This contains questions that measures students' time management practices. The first two parameters show that most of the students' phone calls from family and friends take lots of time and my study plans get affected by my family with a mean score of 2.92 and 2.84 respectively while the other two parameters showed above average mean score. Get enough time to study at home the highest of mean 3.21 and spend more time on domestic works followed by a mean score of 3.03 however this result shows above average mean. The grand mean of social/family is 3.00 shows that the students' social/family factors are average with time management practice.

Table 4.6 Respondents Opinion on University Related

Statements	N	Mean	Standard Division
Assessment due dates are the same for all the courses	136	3.43	1.092
The events of the university affected my assessments dates	136	3.34	1.042
There are many assessment to do but the time is lesser	136	3.33	1.047
The university hasn't optimized capacity building in helping its students to bring better time management behavior	136	3.09	1.190
Aggregate Mean		3.29	

Source: Own Survey data (2021)

The result show that the university hasn't optimized capacity building in helping its students to bring better time management behavior highest of mean is 3.09. As result based of the response of the majority, the students agreed the assessment due dates are the same for all the courses. the event of the university affected by assessment dates and there are many assessment to do but the time is lesser with a mean score of 3.34 and 3.33 respectively while the other two showed above average mean score. Assessment due dates are the same for all the courses with a mean score is 3.43 from the analyzed finding the majority of the response are agreed. The grand mean 3.40 show that the university related factor are moderately.

Table 4.7 Respondents Opinion on Social Media Addicted

Statements	N	Mean	Standard Division
I use the social networking sites is part of my usual routine rather than educational purpose	136	4.08	1.054
I cannot stop using social media for a long time	136	4.09	0.923
My productivity decrease because of social media	136	3.84	1.200
I am addicted to social networks and this will have negative effect on my study plan	136	3.69	1.214
Aggregate Mean		3.93	

Source: Own Survey data (2021)

The result show that I am addicted to social networks and this will have negative effect on my study plan and my productivity decrease because of social media with a mean score of 3.69 and 3.84 respectively while the other two showed above average mean score. This indicate that the majority respondent agreed as a result based, the students negative effect on study plan because of addicted to social media. However Accordingly the finding the majority respondent the productivities decrease because of social media, which means the majority students spend more time to social media like Facebook because of that the study time is decrease as well as the academic performance decrease. This concerned Junco (2015) studied the time that students at various class ranks spent on Facebook, as well as the time they spent with Facebook while multitasking, and their other activities. I cannot stop using social media for a long time of mean 4.09 from the analyzed finding the majority respondent are agreed spending lot time by using social media, this result the majority students addicted by social media, I use the social networking sites is part of my usual routine rather than educational purpose the mean score of the item was found to be 4.08. As a result based of the response of the majority agreed, the students use the social networking sites is part of usual routine. This show student social network sites use in day to day activities this affect academic achievement. The grand mean of using technology is 3.93. These studies prove that those who were using social media for a long time had high social media addiction and less academic achievement. This finding supported by Many researchers

such as Choney (2010), San Miguel (2009) and Enriquez (2010) studies on students' use of the social media sites revealed a negative effect of the use of social media sites on students' academic performance.

This indicates that the majority respondent agreed social media addicted influence of in time management practice of undergraduate management students at St. Mary's university.

Table 4.8Rating Summary of Variables

Variables	Mean	Median	Standard Division
Time management practices	2.43	2.11	0.94
Transportation	4.27	4.66	0.95
Social	3.00	3.00	0.79
University related	3.29	4.00	1.09
Social media addicted	3.93	2.75	0.66

Source: Own Survey data, 2021

From the above table we can summarize that transportation indicator from the four indicators with the highest mean score 4.27 this shows the result of students have agreed to this variable The second using social media addicted indicator the mean score 3.93 shows average mean which means that most of this indicates that the majority respondent agreed social media addicted influence of in time management practice of undergraduate management students at St. Mary's university. The mean score for university related and social factor mean is 3.29 and 3.00 respectively this show that there is average agreed for these indicators. And the last variable which is time management practices shows that most of the respondents are disagreed with aggregate mean score of 2.43.

4.5. Correlation Analysis

4.5.1. Pearson Correlation Analysis

The Pearson Product moment correlation coefficient (commonly called Pearson Correlation Coefficient) measures the strength and direction of relationship between variables. According to Field (2005), a coefficient(r) of +1 indicates a perfect positive relationship while -1 indicates a negative relationship. Breaking down the strength of the relationship, values of r=±0.1 to ± .29 represent a weak relationship while r=±0.3 to ± .49 represent a medium relationship while r=±0.5 to ± 1.0 indicate a strong relationship

Table 4.9 Range of Correlation Coefficient

		Time management practices	Transportation	Social	University related	Social media addicted
Time management Practices	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	136				
Transportation	Pearson Correlation	**-.357****	1			
	Sig. (2-tailed)	.000				
	N	136	136			
Social	Pearson Correlation	**.492****	-.462**	1		

	Sig. (2-tailed)	.000	.000			
	N	136	136	136		
Social Media addicted	Pearson Correlation	**.755**[**]	-.254[**]	.561[**]	-.065	1
	Sig. (2-tailed)	.000	.003	.000		
	N	136	136	136		
University related	Pearson Correlation	**-.237**[**]	.115	-.304[**]	1	
	Sig. (2-tailed)	.005	.182	.000		
	N	136	136	136	136	136
**. Correlation is significant at the 0.01 level (2-tailed).						
Source; Respondents Survey Test, 2021						

From the above it can be seen that items have a positive and negative statistical significant relationship with time management practices although the strength of their relationship varies across the different variables identified.

In the result, the Pearson correlation time management practices and transportation is about -0.357, the correlation is negative, which indicate that, students who travel longer to school may have poorer time management practices and as such may indicate a problem of the influence of traffic or transport disadvantage on the time management practices of certain students. In the result, the Pearson correlation time management and social is about 0.492, which indicates that there is a moderate positive relationship between the variable. In the result, the Pearson

correlation time management and Social media addicted is about 0.755, which indicates that there is a perfect positive correlation relationship between variables, this show social media addicted there is a highly significant relation and positive correlation with time management practices with 0.755 r-value. The Pearson correlation between time management and university related is about -0.237, represent week and negative correlation between a university related and time management practices.

Generally, the highest and strongest significant relationship is found between and time management a practice which is 0.755. The relationships that exist between time management practice and social with a correlation coefficient of 0.429 was ranked second to have relationship which is regard as moderate.

4.6. Assumptions of Multiple Linear Regressions

Five major assumptions for multiple linear regressions were tested. Test result including multi-co-linearity, independence of residuals linearity, Homoscedasticity and normality test are found below. And show that multicollinearity, independence of residuals, linearity, homoscedasticity and normality test were met the assumptions of multiple linear regression analysis.

4.6.1. Multicollinearity the Independent Variables
Multicollinearity will occur if some or all of the independent variables are highly correlated with one another. It shows the regression model has difficulty in explaining which independent variables are affecting the dependent variable. There is no multicollinearity problem among all the independent variables in the study as the highest correlation between independent variables is less than 0.9 (Wheeler, 2005),

Multi-co-linearity was examined by inspection of the Tolerance and VIF values. Hair *et al*. (2006) suggested a Tolerance is an indicator of how much of the variability of the specified independent variable is not explained by the other independent variables in the model. If this value is very small (less than 0.10), it indicates that the multiple correlation with other variables

is high, suggesting the possibility of multi-co-linearity. If the tolerance value is greater than 0.1 and the variation inflation factor (VIF) value smaller than 10 shows no multi-co-linearity. This study applied VIF (Variance Inflation Factor) and resulted below 5 or 10 and it was confirmed as no co-linearity was observed on this data.

Table 4.10Multi-co-linearity Test using VIF and Tolerance

Model	Collinearity Statistics	
	Tolerance	VIF
Transportation	.785	1.273
Social	.521	1.921
University	.673	1.485
Social media addicted	.890	1.123

a. Dependent

Variable: Time management practice

Source; Respondents Survey Test, 2021

The analysis of the multicollinearity test depicted that the tolerance level is well above 0.1 for all variables and VIF is less than 10. This implies that there is no multicollinearity issue in the predictor variables in the data set.

4.6.2. Tests for Autocorrelation

According to Durbin-Watson test for independence (Durbin and Watson, 1951) the required statistics should be 1.5 to 2.5 to be considered non-autocorrelation. Accordingly looking at the model summary below (1.835), the assumption of autocorrelation is not violated.

Table 4.11. Model Summary (Multiple Liner Regression)

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | | Durbin-Watson |
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.794[a]	.630	.619	.58006	.630	55.779	4	131	.000	1.835
a. Predictors: (Constant), Transportation, social, University related, Social media addicted										
b. Dependent Variable: Time management practice										

Source; Survey Test, 2021

4.6.3. Linearity Relationship

Linearity refers to the degree to which the change in the dependent variable is related to the change in the independent variables. To determine whether the relationship between the dependent variables and the independent variables is linear; scatter plots of the regression residuals for each model through SPSS software had been used. The scatter plot of residuals (see figures below) showed in that the points lie in a reasonably straight line from bottom left to top right. This is, therefore, showed that the assumption of linearity was not violated

Graph 4.6.2 <u>Linearity Graph</u>

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Time
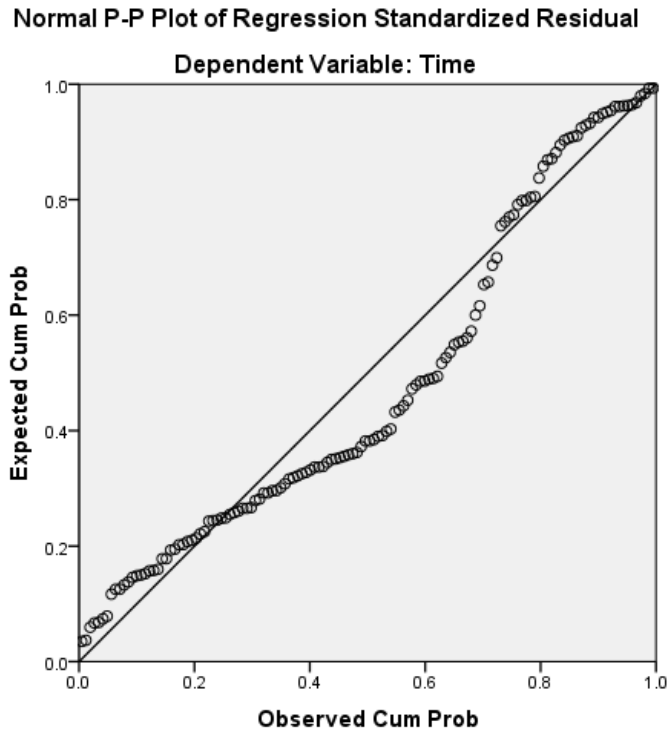
Source; Survey Test, 2021

4.6.4 Homoscedasticity (Equal Variance)

The homogeneity of the variance (equal variance) is an assumption for computing multiple regressions in which the model errors are generally assumed to have an unknown but finite variance that is constant across all levels of the predictor variables. This assumption can be checked by visual examination of a plot of the standardized residuals (the errors) by the regressions standardized predicted value. By using the least squares method (a procedure that minimizes the vertical deviations of plotted points surrounding a straight line), it is able to construct a best fitting straight line to the scatter diagram points as indicated below.

Fig. 4.6.3 homoscedasticity graph

Scatterplot
Dependent Variable: Time
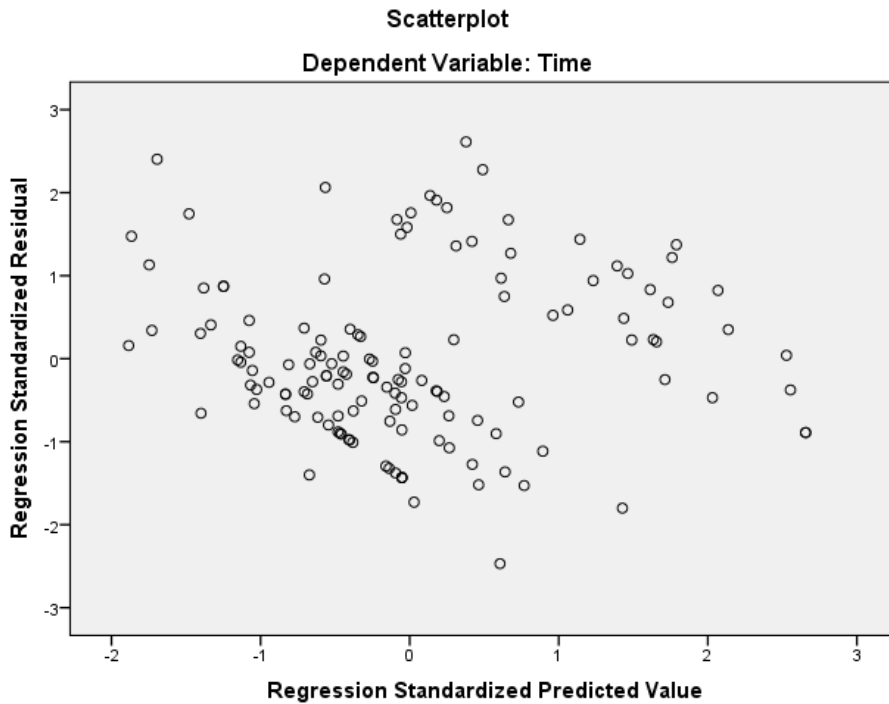
Source; Survey Test, 2021

4.6.5. Normality Distribution

Below figures shows the frequency distribution of the standardized residuals compared to a normal distribution. As you can see, although there are some residuals (e.g., those occurring around 0) that are relatively far away from the curve, many of the residuals are fairly close. Moreover, the histograms are bell shaped which lead to infer that the residual (disturbance or errors) are normally distributed for all models. Thus, no violations of the assumption normally distributed error term.

Graph 4.3 <u>Normality Graph</u>

Histogram

Dependent Variable: Time

Mean = 2.01E-15
Std. Dev. = 0.985
N = 136

(Frequency axis labeled 0, 5, 10, 15, 20, 25; horizontal axis "Regression Standardized Residual" labeled -3, -2, -1, 0, 1, 2, 3)
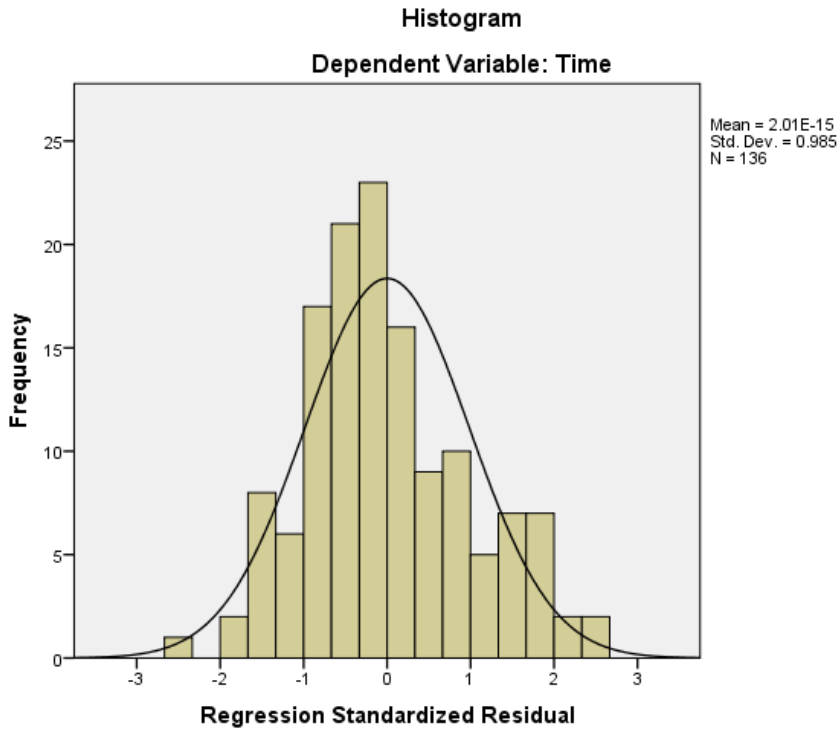
4.7 Multiple Regression Analysis

Multiple regression analyses were conducted to measure the impacts between the independent variables and the dependent variable.

Table 4.12 Model Summary Result of Time management practice

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.794ᵃ	.630	.619	.58006

a. Predictors: (Constant), Transportation, Social, University related, Social media addicted

The table above presents the coefficient of determination (R-squared) indicates the proportionate amount of variation in the response variable (Students time management practice) explained by the independent variables (transportation, social, university related and social media addicted) in the linear regression model. The larger the R-squared is, the more variability is explained by the linear regression model. As shown from the table above R-square value is 63.0% which means time management practices was explained by the independent variables. In this study, linear regression was students to establish a set of independent variables which is transportation, social, university related and social media addicted. Explains a proportion of the variance in a dependent variable of students time management practices at a significant level. The remaining 37% of variability could be explained by other variables that are not included in this study.

4.7.2ANOVA Model Fit
Table 4.12 ANOVA Model

ANOVA[a]					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	75.071	4	18.768	55.779	.000[b]
1 Residual	44.077	131	.336		
Total	119.148	135			

Source; Survey Test, 2021

a. Dependent Variable: Time management

b. Predictors: (Constant), Transportation, Social, social media addicted, University related

The result above shows the overall good fitness of the model used in this particular study. As the P value of the ANOVA table is less than the significance level of 0.05 which is 0.000 it could be said that each of the independent variables used on this study transportation, social, university related and social media addiction do have a significant influence on the dependent variable time management practices.

4.8 Regression

Regression is a statistical tool that enables to know how strongly the dependent variable is linked with a series of other independent variables(s). It just tells us how independent variable is numerically related to the dependent variable. It would enable us to see the effect that the change in independent variable(s) would bring on the dependent variable .For this particular thesis it enables us to know the effect of identified time management practices on the dependent variable which is using independent variable by holding other independent variables constant. Therefore by using regression analysis we can be able to predict the value of the dependent variable based on the known value of the independent variable as it describes how an independent variable is numerically related to the dependent variable. This means the influence that unit change of the independent variable on the dependent variable could be expressed. This could be expressed by beta (B) and the explanatory power in the variation of the dependent variable by the independent ones is known by referring the coefficient of determination (R Square). The coefficient of determination (R Square) as it becomes larger implies that the more the variation in the response variable (social media addicted) is explained by either of the independent variables (Transportation, social/family and university related).

4.8.1 Regression Coefficients
Table 4.13 Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.877	.472		1.857	.066
Transportation	.173	.059	.175	2.922	.004
Social	-.064	.087	.054	-.733	.465
University	.160	.048	.186	3.301	.001
Social media addicted	1.037	.092	.729	11.251	.000
a. Dependent Variable: Time management practices					

Source; Respondents Survey Test, 2021

Table above shows that the beta value for the predictor variable (transportation) is 0.173 for time management practices with the p-value of 0.004 the direct path from transportation to time management practices is positive and statistically significant at p<0.05. Therefore, the beta coefficient (Beta=0.173) implies if transportation access increase by one unit time management practices increase by 0.173.This results show when transportation access increases the students' time management practices will be increase.

The data in Table 4 shows that beta value for the predictor variable (Social) is (-0.064) for time management practices with the p-value of 0.465 the direct path from social to time management practices is negative and statistically insignificant at p>0.05. Thus, the Sig. level for the variable "social'" is 0.465, which is greater than our alpha level of .05. We retain the null hypothesis and conclude that there is no significant relationship between this variable and the dependent variable. This finding does not support our research hypothesis and we conclude that social factors are not significant predictors of students' time management practices. The result is similar to the finding of Alani et al. (2020). Their finding indicate that the beta value for the predictor variable (Social) is (-0.011) for academic performance with the p-value of 0.697 the

direct path from social to academic performance is negative and statistically insignificant at p>0.05.

The above shows that the beta value for the predictor variable (University related) is (0.160) for time management practice with the p-value of 0.001 reliably predicts the time management practices which is a dependent variable. University related has positive effect and statistically significant at p<0.05. Therefore, the beta coefficient Beta = (0.160) implies if the university optimized capacity building increase by one unite time management practices increase by 0.160. These results show the university optimized capacity building increase (training, workshop) students time management practices increase.

The above shows that the beta value for the predictor variable (social media addicted) is (1.037) for time management practices with the p-value of 0.000 reliably predicts   the time management practices which is a dependent variable. Social media addicted to time management practices is positive and statistically significant at p<0.05. Therefore, the beta coefficient Beta= (1.037) implies if manage social media use methods increased by one unit time management practices increase by 1.037. These result shows manage social media methods increase students' time management practices increase.

$Y = a + \beta1(X1) + \beta2(X2) + \beta3(X3) + \beta4(X4) + £$

$= a + \beta1 \text{ (transportation)} + \beta2 \text{ (social)} + \beta3 \text{ (university related)} + \beta4 \text{ (social media addicted)} + £$

Where:

Y= Time Management Practices (TMP)

$\beta1, \beta2, \beta3,$ and $\beta4$ = the regression standardized coefficient of each variable

Therefore, the equation derives as

$$Y = 0.877 + 0.173X1 - 0.064X2 + 0.160\ 0X3 + 1.037X4$$

Were

$X1 = \text{Transportation}$

$X2 = \text{Social/family}$

$X3 = \text{University related}$

$X4 = \text{social media addicted}$

4.9 Hypothesis Testing

4.9.1 The Results of Hypotheses Testing

According to Gujarati (2004), if the p-value of the group of independent variable is less than 5 percent (p<0.05), they would reliably predict the dependent variable, whereas if the p value is more than 5 percent (p>0.05), it can be concluded that the groups of independent variables do not reliably predict the dependent variable. The main purpose of regression is prediction, unlike correlations (Tuli, 2010). In any regression model, the +ve or –ve sign of beta (ß) shows the effect (increase or decrease) of the independent variable's coefficients over the dependent variable. Each of the variables used in this research are treated to see their effectiveness with regard to time management practices, which is of a dependent variable. Based on the result, the hypothesis assumed is checked if it is accepted or rejected.

Table 4.14 Summary of Tested Hypothesis

Number	Hypothesis	Result
H1	Transportation has significant and positive effect on time management practices.	Accept
H2	Social has insignificant and negative effect time management practices.	Rejected
H3	University related/institution has significant and positive effect on time management practices.	Accept
H4	Social media addicted has significant and positive effect on time management practices.	Accept

Source: Own Survey Data (2021)

4.10. Challenges of Students'

Students have many challenges that hinder their time management practices.

Participant One said:*"My perception for time management is very low, when every I start a new academic year. I plan to manage my time effectively but I always fail to do so because, social media, thing I have enough time is the main reason."*

Participant Two said*: "I don't manage my time at all whenever I have a lot to do I always procrastinate, I even come late to class, because sleep and transportation problem."*

Participant Three said*: "I'm lazy and depressed I'm not good at planning. In my academic experience starting from elementary to be I'm today, I have never planned or thought the plan about managing my time."*

The challenges of time management practice management students at St. Mary's University; Lower attention to the time perspective, higher level of anxiety or depression, however always thinking " I have enough time at the beginning of the year, social media addiction /using social media chat with friends.

4.11. Teachers' Response

Do you think that transport problems affect students' time management practices? How?

"yes, transport problems affect students' time management this is because the distance between the students resident and the university location, heavy traffic jams in the city are the main problem that students to be late in their class. "

Do you think that social/family problems affect students' time management practices? How?

"Family has responsibility to follow-up their child's time management skill but some families are negligent to do this and other social groups such as clubs and restaurants attract students when they are going to school because of this students spent their learning time in properly."

Do you think that social media like facebook is one of the factors affecting students time management practices/ Why?

"Yes, social medias are the biggest problem to affect students time because, when students spent their time for long hours on social media in Non-academic issues then students will have no enough time for their homework and related activities as a result their academic performance will decline. "

What challenges do students face towards time management practices?

"Most students spent time socializing with their friends rather than focusing on their studies. Work load is the other challenge for students because some teachers want to load a number of assignments and projects to their students therefore students get in stress."

What are the ways of improving students' time management practices?

"The university should provide training in related to time management for its students. Helping students by providing guidance office If students have critical problems in related to their studies. "

What is your experience with regard to students' behaviors about time management practices?

"Some students were addicted with drugs and alcohols because of this student were not successful in their academic performance therefore this student can't manage their time properly as a result they fail in their academic issues."

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter provides a summary of the findings of the study and the implications of these findings. It also provides conclusion followed by recommendations for improving time management practice of students at SMU.

The main object of this research has been examining the factors affecting time management practice of undergraduate students in management program dimension parameters. Accordingly, this chapter summarizes the general findings of the study, the conclusions made and based on which the necessary recommendations have been forwarded.

5.1 Summary of Major Findings

The study is conducted at SMU in Shebelle campus at Addis Ababa area. The sample size of the study was 150 but only 94.67% of it was of the study.

The study is conducted to identify the effect of time management practice at SMU. To conduct this research, existing literatures and researches have been reviewed by the researcher and identified that those are factors that can affect student's time management practice in management program at SMU.

The researcher has taken time management practices as a dependent variable that is measured by students which is independent variable and the independent variable has four explanatory variables in this study (Transportation, Social, University related and Social media addicted).

To meet the purpose of this study, the researcher has collected primary data from self-administered questionnaires which contains a total of 24 items has been distributed and collected from undergraduate management students 2012 batch at St. Mary's University in Addis Ababa area and their response has been analyzed by using SPSS software versions 20. Both descriptive (percent, frequency, mean and standard deviation) and inferential statistic (correlation and regression) has been used while analyzing and interpreting the data.

With regard to the background information collected from respondents 64.7% were collected from female and the rest 47.1% were responded by male. In addition the majority of the questionnaires 64.7% and 19.1% were being filled by those whose age falls between 21-23, and 18-20respectively.

From the grand mean result it can be summarized that transportation indicator from the four indicators with the highest mean score 4.27 this shows the result of students time have agreed to this variable The second social media addicted indicator the mean score 3.93 shows average mean which means that most of this indicates that the majority respondent agreed social media addicted influence of in time management practice of undergraduate management students at St. Mary's university. The mean score for university related and social factor mean is 3.40 and 3.00 respectively this show that there is average agreed for these indicators. From the aggregate mean score of time management practices tells us most of the respondents are low time management practices in SMU.

The correlation result indicates that the four independent variables, transportation, social, university related and social media addicted have a positive and negative relationship with the dependent variable (time management practices) with different degree from strong to weak correlation at 0.01 p-value 2-tailed, by scoring a Pearson Correlation Coefficient value of -0.357**, 0.492**, 0.755**, and -0.237**, respectively.

From regression analysis of four independent variables, beta, the coefficients for each of the independent variables is presented as transportation, social, university related and social media addicted. The coefficient for transportation, university related and social media addicted is positive and the coefficient for a social is negative. Regarding the degree all except a social better explains their role at 6.4% of significance level. As also resulted in the coefficient analysis, a social factor variable of the model cannot positively and significantly explain the dependent variable because the significance level went beyond half (0.465). All other variables have statistically significant role in explaining the dependent variable which is time management practices.

In general, the findings of the research confirmed the existence of significant factors affecting time management practices undergraduate students in management program at St. Mary's University. This research proved that variables such as transportation, university related and social media addicted influence the students' time management practices within the University. The dependent variable (time management practices) is better explained by the above three factors as can be seen from the regression analysis result. However, contrary from theories and previous study results the test for social/family factors on time management practices comes out as insignificant.

5.2 Conclusions

The objective of this study is to examine the effect of transportation, social, university related and social media addicted factors on time management practices.

The finding of the study from the Pearson's correlation result it is that items have a positive and negative statistical significant relationship between time management practices (transportation, university related, social media addicted) and time management practices, while the relation between social and time management practices was found week and insignificant.

Social media addicted has significant and positive effect on time management practices with a B value of (1.037) and (0.000) significance we have accepted the hypothesis social media addicted has significant and positive effect on time management practices.

The second variable which has a significant and positive effect on time management practices was found to be transportation with a B value of (0.173) and (0.004) significance we have accepted the hypothesis transportation has significant and positive effect on time management practices

The last variable with a positive and significant effect on time management practices is University related the B value and significance level for University related was found to be (0.160) and (0.001) respectively.

According to the interview result, challenges of students face toward time management practices: Lower attention to the time perspective, higher level of anxiety or depression, social media addiction /using social media chat with friends.

The way of improving students' time management practices the university should provide continence training and workshop in related to time management for its students. Students should focus on their studying instead of spending their time in social media, this means using social media not bad as much as but students more addicted for example students socialize with their friend but focus on their phone rather than study each other and sharing unique knowledgeable idea because of this social media addicted influence students time management practices.

Generally, the study importance of understanding time management practice is effect to academic achievement and the rest of life. Certainly, students who are unable to manage time well may be at risk for underachievement. So, time management is one of the key terms for students.

5.3 Recommendations

Based on the findings and conclusion of the study, the researcher forwards the following recommendations.

- As per the findings of the descriptive research results, I suggest that a program provides time management training to university students. Continence training and workshops about time management practices help them to manage their time and focus on their studies. Encourage students for better to trend their self-phone on social media to focus gather knowledgeable thing, like virtual use study for students should be held to maximize time management practices.
- When university students self-planning they wanted to use strategies to manage time and plan and prioritize tasks. Students become aware of this important connection, they need to start managing how they spend their time and learn how to manage time and stress to improve their academic performance.
- Providing time management training, teachers should follow-up students time management skill, helping students by providing guidance office if students have critical problems in related to their studies and university students become aware of this important connection, they need to start managing how they spend their time and learn how to manage time and stress to improve their academic performance.

- The study recommended that Government policy maker should improve infrastructure like school bus to students and traffic management measures. However encouraging students wake up in morning and to be walk.

Finally, this research emphasizes on the Factors affecting time management practice: the case of undergraduate students of management regular program in third year students of St. Mary's University. Therefore, future researchers better to conduct the study in the similar title by including other unaddressed variables on this study like the lifestyle of the students. In addition, this study not including extension class and other department student as target group therefore the area will open the door to further research.

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St. Mary's University

School of Graduate Studies

<u>Survey Questionnaire Designed for Academic Staff</u>

Dear Respondent,

I would like to thank you in advance for showing willingness to fill this research questionnaire. This questionnaire is designed to gather primary data on the research topic "Factors affecting student time management practices: The *Case of St. Mary's University Undergraduate management students*". Since the data collected is for academic purposes only, the confidentiality of the information you provide is fully guaranteed. And hence, I would appreciate the genuine response you give to the questions.

Thank you very much for your cooperation and timely completion of the questionnaire.

Instructions:

- Not Required to Write your name
- Put a tick mark —√in the space provided in front of each item
- The questionnaire has two parts. Please try to fill all the items.
- Please put a —√ mark to all your responses in the box provided beside each statement.

Best Regards,

Annex I, Questionnaires for the Students

SECTION A: Demographic Information

Please indicate your answer by putting a tick in the appropriate box provided for each

Question:

1. Gender: Male ☐   Female ☐

2. Age: 18 – 20 years ☐   21 – 23 years ☐   24 – 26 years ☐

3. How long would it take travel time from home to school?

< 30 minutes ☐   1 -2 hours ☐

30 minutes - < 1 hours ☐   More than 2 hours ☐

SECTION B: Time management Practices

4. Instruction: There are statements about time management practices and each

Statement has five alternatives with five point scale. Please tick only one in each statement.

1= strongly disagreed   2= disagreed   3= neither agreed nor disagreed (neutral)

4= agreed   5= strongly agreed

Statement	1	2	3	4	5
I'm trying to offer more time to study at the expense of leisure time.					
I like following my personal timetable					
Use strategies manage my time					
I used to put my important dates on a single calendar					
I do not like to listen to the term called time management					
I spend my time wisely and avoid distractions.					
I do not worry about time					
I can identify areas of in life I waste time					
I make constrictive use of time management					

Part C: Time management factors

5. Instruction: There are statements about factors affecting time management practices and each

Statement has five alternatives with five point scale. Read each item carefully and circle:

1= strongly disagreed   2= disagreed   3= neither agreed nor disagreed (neutral)

4= agreed   5= strongly agreed

Factors	Five-point Likert scale				
Variable 01: Transportation					
My Study time highly affected by travel time	1	2	3	4	5
Unable to plan study time due to travel arrangements	1	2	3	4	5
Transportation makes me to arrive on time and have ample time to manage study tasks	1	2	3	4	5
Traveling from university to home takes lots of time	1	2	3	4	5
Variable 02: social/family					
My study plans is not affected by family	1	2	3	4	5
I Get enough time to study at home	1	2	3	4	5
My parents" educational levels enable me to manage and have study plan	1	2	3	4	5
Spend more time on domestic works	1	2	3	4	5
Phone calls from my family & friends takes lots of my time	1	2	3	4	5
Variable 04: Institutional / university related factors					
Assessment due dates are the same for all the courses	1	2	3	4	5
There are many assessments to do but the time is lesser	1	2	3	4	5
The events of the university affected my assessments dates	1	2	3	4	5
The university hasn't optimized capacity building in helping its students to bring better time management behavior	1	2	3	4	5
Variable 03: social media Addicted					
I use the social networking sites is part of my usual routine	1	2	3	4	5
I cannot stop using social media for a long time	1	2	3	4	5
My productivity decrease because of social media	1	2	3	4	5
I am addicted to social networks and this will have negative effect on my study plan	1	2	3	4	5

Section D: Open ended Questions

6. What challenges do you face as a student towards time management practices?

……
……
……
……….…………………………………………………………………………………………………...

7. What are the ways of improving students' time management practices?

……
……
……
……

If you have any other comment, suggestion and recommendation write in the spaces provides.

……
……
……
……

Thanks for your time and cooperation

Appendix II, Interview Guide For Course Instructors/Teachers Management Departments

Interview guide for Course Instructors/teachers Management Departments on students' time management practices

1. Do you think that transport problems affect student time management practices? How?

2. Do you think that social/family problems affect student time management practices? How?

3. Do you think that social media like Facebook is one of the factor affecting students' time management practices? Why?

4. What challenges do students face towards time management practices?

5. What are the ways of improving students' time management practices?

If you have any other comment, suggestion and recommendation write in the spaces provides.

Thanks for your time and cooperation