TIME MANAGEMENT AND ACADEMIC PERFORMANCE: EMPIRICAL SURVEY FROM HIGH EDUCATION IN MOGADISHU-SOMALIA

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Abstract

The current study investigated the impact of time management and academic performance; in terms of short range planning, time attitude, long range planning on academic performance; the study utilized explanatory and descriptive deign to analyze 80 respondents from four Universities in Mogadishu, Somalia. The study developed three hypotheses to test the impact of independent variables on dependent variable; to test the hypothesis the researchers utilized regression analysis and checked the outliers and co linearity and no violation were found. The research found that two dimensions of time management had significant and positive impact on academic performance at higher education in Mogadishu, Somalia. This study can contribute to assist University Students to use time management to perform academic activities wisely.

Keywords: Time management, Academic performance, Higher education

1. INTRODUCTION

Time is imperative resource every person possesses evenly but fails to utilize at the same level due to a variety of reasons (Örücü et al., 2007: 10). All the material and human resources possessed by organizations can be improved in the way of time or be transformed as time goes on; yet the only asset that cannot be changed or purchased or stored is "time" itself. The secret to achieving success in life is effectively managing this resource that everyone possesses equally and paying sufficient emphasis to planning.

There is no doubt that today's students are the future leaders for nation building. However, the journey of transforming a nation's dreams into reality is not easy. Students in every discipline in universities should overcome various obstacles in order to achieve better academic performance measured by the GPA system. The Grade Point Average (GPA) system, as an indicator of the students' academic performance, is used in many countries around the world (James & Chilvers, 2001; Svanum & Zody, 2001).

Undergraduate students meet a number of forces that are distinctive from the stresses that undergraduates face. Given their non-residence in universities, academic pressures, family and financial obligations, the need for proper planning and time management to avoid distress becomes imperative (Patton, 2012).

Time management, is a chief issue among university students, affects how they analysis and apply the time obtainable to them and how they change to their academic responsibilities (Bonhomme, 2007). Sansgiry *et al*. (2006) defined time management for students as "clusters of behavioral skills that are central in the

organization of study and course load."This is a process that is always changing and must be kept under control by each individual.

Time management is a capability that can be developed at any age, if the person needs to advance the results of his actions (Dale, 1993). Previous research (Magher, 2005) shows that students are much more motivated if they can solve the task in a personal rhythm. Students should be aware of the hours of maximum effort and should adapt their personal rhythm to circadian and ultrafine rhythm (Clinciu et al., 2005).

Time may be described as a measure of the duration and order of events in the past, the present and the future. Although every individual has 24 hours of time at his/her disposal each day, it is the effective use of time that distinguishes achievers from non-achievers in all spheres of life. Students' time management practices and personal development have been the research interests of educational researchers (Britton & Tesser, 1991; Zimmerman, 1998) in time past. Although time management have been empirically linked with academic performance (Britton & Tesser, 1991; Sevari & Kandy, 2011; Yilmaz, Yoncalik, & Bektaş, 2010), there is a dearth of empirical literature on the impact of time management practices on character development and the link between such characters and academic performance.

Academic performance generally refers to how well a student is accomplishing his or her task and studies, but there are quite a number of factors that determine the level and quality of students' academic performance included grades, attendance, standardized test, extracurricular activities, Behavior, Individual differences in academic performance have been linked to difference in intelligence and personality. (Von Stumm, Sophie Hell, Benedikt, Chamorro premuzic, Tomas 2011)

Measurement of public sector performance, especially in provision of service in Universities is a complex issue. It involves comparing public resources in terms of total amount of money expended, the personnel and other resource with outputs such as students' academic performance, graduation rate and quality of research (Abdulkareen & Oyeniran, 2011). Universities are established to produce skilled manpower and good performance in higher education is expected to bring positive growth (Blanchard, 2004).

The academic performance of a student in any semester is measured with the grade point average (G.P.A). Cumulative Grade Point Average is the measure of the students overall academic performance at any given point in his programme. (GPA is an up-to-date weighted mean of the grade points, where the weights are the course credit units (Nnamdi Azikiwe University Academic Programme, 2010).

2. LITERATURE REVIEW

This section highlights review articles about Time Management and Academic Performance that were published in different international journals. This report also compares the findings of the articles since these studies were conducted in disparate situations according to the environment.

The aim of the research was to determine the relationship between the time management skills and academic performance of students. The data collected for the study includes both primary data and secondary data. The research methodology of the proposed research paper comprises the interview, questionnaire and case study method for collecting the primary data and secondary data was collected from various sources such as magazines, reference books, articles etc. There was a significant and positive relation between time planning, time management and academic performance of the students. There was a low and positive relation between time consumers and academic achievement, there was a meaningful and moderate relation between time management and academic achievement. (Kaushar, 2013)

This research study is about time management and how it is related to academic performance the Petroleum institute (PI) in Abu Dhabi, the UAE. The study was made by surveying male freshmen and sophomore students regarding problems of Procrastination, disorganization, interruptions and work load stress. The data was collected mainly by conducting a survey directed to male freshman and sophomore students in the Petroleum Institute (P.I) who live in Abu Dhabi. The survey consisted of 22 closed-ended questions such as multiple choice questions, Yes/No questions and ranking questions. The results obtained showed that time management is highly related to academic performance. Finally, by discussing the results, we came up with recommendations that can lead the PI students to a better level of time management. (Miqdadi, ALMomani, T., & Elmousel, 2014)

The purpose of this study is, for those students who give importance to education and therefore having master's degree education; in order to cope with the constant changes and developments of the business life, to know that the most significant challenge ahead will be, the misuse of their time Management. The population of the study is MBA level's students at Beykent University. There are 231 students. The Time Management Questionnaire was distributed to 108 students, 89 of them were proper to analyze. The time management attitudes of master level's students were assessed via their scores on a time management questionnaire. The questionnaire includes 18 items that might be descriptive of the survey taker. The time management questionnaire used was an instrument developed by Britton and Tesser. The result indicated positive relationship between time management and academic performance (Mercanlioglu, 2010)

The purpose of this article is to provide an overview for those interested in the current state-of-the-art in time management research. This review includes 32 empirical studies on time management conducted between 1982 and 2004. The review demonstrates that time management behaviors relate positively to Perceived control of time, job satisfaction, and health, and negatively to stress. The relationship with work and academic performance is not clear. Time management training seems to enhance time Management skills, but this does not automatically transfer to better performance. This review makes clear which effects may be expected of time management, which aspects may be most useful for which individuals, and which work characteristics would enhance or hinder positive effects. Its outcomes may help to develop more effective time Management practices. (Claessens, Eerde, & Rutte, 2005)

The objective of this study was to examine factors such as academic competence, test competence, time management, strategic studying, and test anxiety, and identify whether these factors could distinguish differences among students, based on academic performance and enrollment in the experiential program. A cross-sectional study design utilizing questionnaires measuring previously validated constructs was used

to evaluate the effect of these factors on students with low and high cumulative grade point averages (GPAs). Pharmacy students (N 5 198) enrolled at the University of Houston Participated in the study. Academic performance was significantly associated with factors such as academic competence and test competence. Students with a cumulative GPA of 3.0 or greater significantly differed in their level of test competence than those with a GPA of less than 3.0. Students enrolled in their experiential year differed from students enrolled in their second year of curriculum on factors such as test anxiety, academic competence, test competence, and time management skills. (Sansgiry, Monali, & MS, 2006)

This study was designed to identify and analyzed some determinants of academic performance. A survey instrument was administered to a random sample of 66 registered students of AGRI 1013 (representing a 40% sampling fraction) to generate data on demographics (gender and age), learning preference, and entry qualifications. The study found positive relationship between the two variables. It was concluded that more determinants of academic performance need to be investigated and that students who are admitted based on a diploma in agriculture may need a remedial course given that their coursework grades, though statistically insignificant were consistently lower than that of the other students. (Mlambo, 2011)

This study assessed time management and academic performance of Postgraduate students in Nigerian Universities. The specific objective of the study is to determine whether time management is the only variable that affects the Cumulative Grade Point Average of postgraduate students in selected Universities in Nigeria. Survey research design was employed and data were analyzed using mean and standard deviation. Z-test statistics was used to test
The formulated hypothesis at 5% level of significance, The finding revealed that time management is not the only factor that affects the Cumulative Grade Point Average of postgraduate students in selected Universities in Nigeria. In addition, family workload and other psychological factors influence the academic performance of postgraduate students in Nigerian Universities. (Ngozi, Mary, & Michael, 2012)
The current paper the relation between time management behaviors and financial accounting course grades and the GPA of Karadeniz Technical University students and the effects of time management behavior on financial accounting course grades and GPA have been explored. It has also been attempted to designate the differentiation of time management behaviors with respect to the gender variable. Research sampling consisted of total 168 students studying during the 2012-2013 spring term in Karadeniz Technical University (KTU) -Public Administration, Labor Economics and Industrial Relations, Econometrics Departments taking financial accounting courses. A questionnaire was conducted on volunteer students taking financial accounting courses. A lot of factors affect students' academic achievements, and these findings show that the time management skills of university students have a notable effect on their academic achievement. These results show the importance of a student's effective time management as well as the other factors affecting a student's academic achievement. (Pehlivan, 2013)

This research was conducted to identify Time Management, External Motivation, and Students' Academic Performance: Evidence from a Malaysian Public University. The quantitative questionnaire survey method was employed for this study. The findings of the study indicated that there is a significant and positive relationship between time management and students' academic performance. (Hamzah, Lucky, & Joarder, 2014)

In this study, time management skills impact on self efficacy & academic performance was tested. Female first grade high school students of Masjed Soleiman statistical community have formed an experimental group and a control group, 27 patients each that were selected randomly. Research project is of the type pre-test post test with control group that only the experimental group is exposed to ten sessions of time management skills The Self-efficacy. Questionnaire of Schwarzer & Jerusalem (2000) & Grade Point Average was used. Analysis of data from descriptive and inferential statistics was done. Results from this study showed that training of time management skills to increase academic performance and self efficacy is influential. (Sevari & Kandy, 2012)

The present study aims to look more closely at different styles of time management and how each one is related to academic performance and personality. The study employed administered an online survey via email to undergraduate students enrolled at a small southeastern university. A total of 319 students (male¼ 161, female ¼155) completed the survey. A total of 252 students were included in the GPA analysis since some students did not have a GPA yet due to being a freshman. This study shows that the relationship between time management and value outcomes can be complex. By looking at different time management skill styles we were able to see different relationships to personality as well as to academic performance. (Ventura, Shute, & Kim, 2012)

This article discusses the effect of the integration of time management on the academic performance of full-time geography teacher students enrolled for a Bachelor of Education (B. Ed.) degree at a rural university in a developing country. Results indicate that this learner-centered method was well received and applied by students and that it did not jeopardize their academic performance. (Westhuizen, Nel, & W., 2012)

The purpose of the study was to investigate the influence of home, school, teacher and student factors on the academic performance of day secondary schools in Borabu District. The objectives of the study were to find out the influence of: home, school, student and teacher factors on the academic performance of day secondary schools. The study used the qualitative research methodology with a descriptive survey design. The target population of the study constituted 6 day secondary schools, 738 students, 47 classroom teachers and 6 head teachers. Data analysis was done through means, frequencies and percentages. The study recommendations were that the parents should be sensitized on the need to have a positive attitude towards the day scholars and to provide them with the relevant study materials. The findings of this study provide useful information to educational planners, policy makers, managers and administrators on policies that will promote access, retention and completion of secondary education cycle and good academic performance. (Ndege, Bosire, & Ogeta, 2015)

In this study, the authors examined the effect of both time spent studying and time spent working on academic performance. The authors further evaluated the interaction of motivation and ability with study time and its effect on academic performance. The results suggested that notability variables like motivation and study time significantly interact with ability to influence academic performance. Contrary to popular

belief, the amount of time spent studying or at work had no direct influence on academic performance. The authors also addressed implications and direction for future research. (Nonis & Hudson, 2006)

Another study investigated how Iranian nursing students manage their time according to the circumstances and obstacles of their academic field. Research was conducted using the grounded theory method. Twenty-one nursing students were purposefully chosen as participants. Data was collected through Semi-structured interviews and analyzed using the method suggested by Corbin and Strauss. It was found that students allotted most of their time to academic tasks in an attempt to overcome their stress. The findings of this study indicate the need for these students to have time for the extra-curricular activities and responsibilities that are appropriate to their age. (Mirzaei, bscn, Oskouie, & Rafii, 2012)

The main hypothesis of the study was that efficient time management, under the guidance of an educational counselor, lead to significant increases in students academic performances and, consequently, lead to academic success. A number of 130 participants with low academic performances after the first two semesters (October 2009 – February 2010 – First semester, March – June 2010 – The second semester) participated in the study. The results confirmed the hypothesis, showing the efficiency of time management individualized programs. (Indreicaa, Cazanb, & Truţac, 2011)

The purpose of the research was to study the relation of time management achievement motivation and study habits to academic performance in high school student in Hyderabad. A sample of 400 students consisting of boys and girls were selected from 7th and 8th grade. The tools used in the present study to collect data were study habits inventory by M. N. Palsane (1989) and achievement motivation scale by Deo.mohan (1992). The data were collected in small groups. Later the data were analyzed by using mean score, standard deviation, Pearson's correlation and regression. The result indicated that there was significant positive relationship of achievement motivation. The result indicated that there was significant positive relationship of time management achievement motivation and study habits to Academic performance. The result also showed the extent of contribution of achievement motivation and study habits to academic performance. Therefore it can be concluded that achievement motivation and study habits have proved to be effective on academic performance of students and helped them for better performance and academic achievement. (Yazdani & Godbole, 2014)

The purpose of this present study is examining the correlation between university students' management skills and their academic life satisfaction and achievement. 308 female and 242 male ; a total of 550 students who were selected randomly among students who study at various departments .Pearson correlation analyze was used in order to determine the correlation between time management and student academic performance. The study found positive correlation between time management and academic performance. (Dalli, 2014)

The purpose of this research is to identify and examine factors that affect students' performance at UITM Kedah. A set of questionnaires was distributed to the respective respondents. Several factors that being discussed in this research are demographic, active learning, students' attendance, involvement in

extracurricular activities, peer influence and course assessment. The data is analyzed using descriptive analysis, factor analysis, reliability testing and Pearson correlation of Statistical Package for Social Sciences (SPSS). The researchers found that four factors are positively related to students' performance that is demographic, active learning, students' attendance and involvement in extracurricular activities. However, course assessment was found to be negatively related to students' performance. (Ali, Jusoff, Ali, Mokhtar, & Salamat, 2009)

This study was carried out to establish the relationships between schools time management and students' academic performance. The study employed cross sectional research survey design in which questionnaire was the main instrument of data collection in addition to interview guide and document review. Simple percentage and Chi-square statistical method were used to analyze the data. The findings of the study clearly showed that effective school time management should be encouraged in controlling students' behavior thus affects students' general academic performance. (Stanley, 2014)

This study examined the impact of teachers' time management on secondary school students' academic performance in Ekiti State, Nigeria. The sample for the study was 500 secondary school teachers and 50 school registrars who were selected using simple random sampling technique. An instrument tagged 'Questionnaire on Secondary School Teachers' Time Management in Ekiti State, Nigeria' (QSSTTM) was used to interview the teachers and the second instrument is an Inventory on Senior Secondary School Certificate Examination results obtained from the registrars. Face and content validity were used to ascertain the validity of the instruments. The Split half method was used to ascertain the reliability of the instrument and found to be 0.82 for QSSTTM. The data collected were analyzed using percentage, mean, standard deviation and Pearson's Product Correlation Analysis. All the hypotheses were tested at 0.05 level of significance. The findings revealed that there was a significant relationship between teachers' time management and students' academic performance. The level of teachers' time management and academic performance was moderate. It was therefore recommended that teachers should improve upon their time management, especially by being more conscious about how to control their time. (Kayode & Ayodele, 2015)

This research was held to explore the relationship between time management and student academic performance. The result indicated that The Time Management Behavior Scale consists of 4 relatively Independent factors; the most predictive was Perceived Control of Time. Students who perceived control of their time reported significantly greater evaluations of their performance, greater work and life satisfaction, less role ambiguity, less role overload, and fewer job-induced and somatic Tensions. Findings are consistent with theory and advice on time management but also indicate that the dynamics of time management are more complex than previously believed. (Macan, Shahani, & Dipboye, 1990)

The study aims to identify main factors that influence academic performance of first year accounting students at University Tenaga Nasional. Demographic factors, motivation factors and learning styles were investigated as factors contributing to the differences in students' academic performance. 170 students returned completed questionnaire. Spearman Correlation Analysis method was used to show the

relationship between the three factors with the students' academic performances. Results showed that there is a significant relationship between motivation factors such as intrinsic motivation, extrinsic motivation as well as self-efficacy towards the students' academic performance. This study also found that associated students' academic achievement is directly influenced by learning styles. (Remali, Ghazali, Kamaruddin, & Kee, 2013)

This study seeks to assess the relationship between student perceptions of course load, their ability to manage time, and exam stress. Seventy respondents enrolled in the MBA programme of a self-financing academic institution in Chennai, India were selected by non- probabilistic convenient sampling in order to carry out this study. The sample responded to the survey self-administered to them with items measuring exam stress, perceived course load, and ability to manage time. The findings showed positive relationship between time management and academic performance and it was found exam stress management has positive correlation with academic performance. (Mani, 2010)

After reviewed several articles, most of the researchers found that time management and academic performance have positive relationship while others found that students' academic performance not influenced only by time management but there is factors that bring academic performance. Most of the studies examined the effects time management on students' academic performance in Colleges and universities in various places in the world and they found that time management had positive influence on students' academic performance since some of the researchers found same result.. These studies contributed to students' time management in order to perform academic activities and enhance their academic achievement.

Thus the researchers generated the following hypothesis to investigate after the reviewing the existing literature:

H1: there is significance relationship between short range planning and academic performance at higher education in Mogadishu-Somalia.

H2: there is significance relationship between time attitude and academic performance at higher education in Mogadishu-Somalia.

H3: there is significant relationship between long range planning and academic performance at higher education in Mogadishu-Somalia.

3. METHODOLOGY

This study conducted through survey method to investigate the relationship between Time management and academic performance; the study utilized regression, correlation analysis to answer the research objectives and to test the research hypothesis.

The researchers' utilized convenient sampling to collect 80 respondents from four Universities in Mogadishu, students from these universities were provided a questionnaire with four main construct which measuring short range planning, time attitude, long range planning and academic performance. The researchers' utilized Cronbach alpha to investigate the internal consistency of the questionnaires collected from the respondents.

Table 1: Reliability test

Variables	Item	Cronbach Alpha
Short range planning	6	0.778
Time attitude	5	0.780
Long range planning	4	0.823
Academic performance	9	0.861

4. FINDINGS AND DISCUSSIONS

4.1: Demographic profile

As shown in table 1. The age of respondents, 76.2% of the respondents were between 18-25 years old, 23.8% were between 26-35 years. In terms of marital status majority of the students participated the survey are single (76.2%) percentages of married are (22.5%). In terms of educational background, 2.5% of the respondents had Diploma, 97.5% had bachelor degree. As well as gender, 68.8% were male and 31.2% were female.

Based on the gathered questionnaires, majority of the respondents are composed male, while a small number of respondents were female. This result shows that the more university learners in Mogadishu are men.

Table 2: Demographic Characteristics

No	Characteristics	Frequency	Percentage
1.	**Gender**		
	Male	55	68.8
	Female	25	31.2
2.	**Age**		
	18-25	61	76.2
	26-35	19	23.8
3.	**Marital Status**		
	Single	61	76.2
	Married	18	22.5
4.	**Highest level of Education**		
	Diploma degree		
	Bachelor degree	2	2.5
			97.5
		78	
5	**Experience**		
	One year		
	Two years	37	46.2
		46.2	53.8

Source, primary Data, 2015

4.2 CORRELATION ANALYSIS BETWEEN THE VARIABLES

The first objective of this study was to identify the relationship between short range planning and academic performance higher education students in Mogadishu, Somalia. Table2 shows the result of correlation analyzes of the relationships among short range planning, time attitude, long range planning and academic performance. Hence short range planning has positive relationship with academic performance (r=.398 and p<0.01). Besides students actively perform their academic activities and time management improve students' academic performance, then students with short range planning tend to enhance students' academic performance. In addition, the second objective of this study was to identify the relationship between time attitude and academic performance at higher education in Mogadishu, Somalia. Time attitude has positive influence with student academic performance (r=.385 and p<0.10).

The third objective was to identify the relationship between long range planning and academic performance at higher education in Mogadishu (r=.667 and p>0.10).

Table 3: Correlations analyzes

No	Variables	1	2	3	4
1	Short range planning	1			
2	Time attitude	.813**	1		
3	Long range planning	.347**	.353**	1	
4	Academic Performance	.398*	.385*	.667**	1

4.3: Hypothesis test

The current study wished to investigate the impact of time management on academic performance in higher education centers in Mogadishu, Somalia. Three hypotheses were developed after reviewing the literature, to test the research hypothesis we employed the linear regression analysis, the researchers checked regression assumptions before taking place to further analysis. The dependent variable academic performance was normally distributed across all independent variables. No contravention was observed after checking the outliers, linearity and co linearity.

Three hypothesis were developed after reviewing the existing literature; **H1** asserted that there is significance relationship between short range planning and academic performance at higher education centers in Mogadishu, **H2** was claim that there is no significance relationship between time attitude and academic performance at higher education centers in Mogadishu while **H3:** there is significant relationship between long range planning and academic performance at higher education centers in Mogadishu.

Table 4: Regression Analysis

No	Variables	Student Academic Performance			
		Short range planning	Time attitude	Long range planning	Remarks
1	**Beta**	.389	.385	.667	H1:supported
2	**T**	6.075	5.837	13.650	H2:not supported
3	**Sig**	.000	.000	.000	H3:supported
4	**R**	.389	.385	.667a	
5	**R Square**	.155	.144	.477	
6	**Adjusted R Square**	.145	.132	.450	

5. Discussion

The current study investigated the effect of time management on student academic performance in higher education centers in Mogadishu, Somalia; the paper had three main objectives which are: 1) To identify the relationship between short range planning and academic performance at higher education centers in Mogadishu-Somalia; 2) to examine the relationship between time attitude and academic performance at higher education centers in Mogadishu-Somalia; 3) to explore the relationship between long range planning and academic performance at higher education centers in Mogadishu-Somalia.

The researchers employed convenient sampling to collect 80 respondents from four Universities in Mogadishu, students of these universities were provided a questionnaire with four main construct which measuring short range planning, time attitude, long range planning and academic performance.

The result of correlation coefficient reveled that academic performance (Dependent variable) had significant positive influence with two independent variables namely; short range planning and long range planning. The result of regression analysis found that two constructs had statistically significant, positive, and direct effects on the academic performance.

Regarding the three hypotheses; this study supported; the most indicator of academic performance was short range planning; students like to use short range planning in higher education centers.

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