

## Exploring Students Attitude toward Time Management on Academic Pursuit (A Case Study of Gombe State University)

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### **Abstract**

*This study explored student attitude toward time management on their academic pursuit in Gombe state university. Descriptive survey research design was used for the study. The population of the study comprised of 14,532 in which 375 were used as the sample for the study. Four-point rating scale questionnaire consisting of 21 items were used for data collection. Data collected were analyzed using mean and Standard deviation. The result showed that a positive cognitive attitude of students towards time management on academic pursuit in Gombe State University. The result also revealed low affective attitude and poor behavioral attitude of students toward time management on academic pursuit in Gombe State University. It was recommended that Students should deliberately incorporate understanding of time and understanding of the things that occupy time with positive working habits, which will improve their academic pursuit. The universities should also introduce and encourage behaviour Engagement through activities that deliberately attracts efforts, persistence, attention and concentration on student's academic pursuit.*

**Keywords:** Cognitive attitude, Affective attitude, Behavioral attitude, and academic pursuit

### **Introduction**

Time is often regarded as a valuable resource and one of the most in short supply. It is the essential component for success, and how people organize it will determine its outcome. While other resources like people, money, and equipment can be substituted for time, time itself cannot. Time management is therefore a powerful tool for success (Pearce, 2009). Also, according to Pearce (2009) learning how to manage time will allow pupils to work smarter rather than harder. Time management is essential. The reasons why in life are because they improve the likelihood of advancement, as well as reduced stress, higher productivity, and it also focuses on the individual for a better quality of life and professional success. As an illustration, Aaron Thompson, a married author with.

According to Orucu, Tikici, and Kanbur (2007), "time is a resource." that is very useful and available to each and every individual. However, reasons and usability and its usage differ with individuals. According to Pehlivan (2013) keys to all successes are effective time management and proper planning. Time is an asset, not a possession that can be purchased, sold, transformed, or otherwise altered. Depending on how well-versed they are in time management, people use their time in different ways.

People worldwide share time equally, similarly there are 24 hours in a day, but how people manage their time is what differentiates them. Time management, according to Pierce and Jussila (2011), enables people to manage their time effectively, complete tasks that are scheduled in a timely manner, as well as attain and fulfill their goals. The ability to manage one's time well is a necessary skill for living a fulfilling life. Masharqa, Elmousel, Almomani, Shadid, and Miqdadi (2014) emphasized the importance of time management, particularly for students at tertiary institutions because, when done well, it will improve their grade point average (GPA) performance. Additionally, Forster, (2006) found that Time management is of great importance to your personal life and career success. It may be viewed as one of the factors that can improve a student's ability to be a good Student.

Academic pursuit refers to how successfully a student completes their assignments and coursework (Scotts, 2012). Grades are undoubtedly the most well-known metric of academic excellence. Grades serve as the student's "score" for each class and their time spent in school as a whole. The majority of the times, grades are calculated by tallying or averaging exam and assignment results. They can also be influenced by other criteria including attendance and the instructor's perception of the student. Grading scales can differ by county and school, but the most frequent ones include percentages from 1 to 100, letter grades from A to F, and grade point averages (GPA) of 0 to 4.0 or above.

The way in which students use their time is crucial for young people, families, and society at large because involvement in extracurricular activities has been related to the emergence of adolescent issues and behaviors. Parents and community leaders believe that using time productively by engaging in extracurricular activities and doing homework, for instance, is a good approach to counteract the harmful peer pressure that can result in criminality, substance misuse, and sexual abuse (Barnes and Farrell, 2012). The amount of time students spend in class may have a significant impact on the emergence of undesirable behaviors. According to several studies, strong familial ties are associated with decreased rates of adolescent substance abuse, delinquency, and other undesirable outcomes (Barnes and Farrell, 2012). On the other hand,

Daczynski (2009) asserts that time should be utilized carefully. He added that pupils should be aware that, like other scarce resources, time may be used up quite quickly if it is not used effectively. Thus, success in any project—whether in education, business, or another

profession—relies on efficient time management. If students manage their time well while in the classroom, they will succeed academically and receive good grades. Time management, according to Kaushar (2013), is a highly significant factor in a student's academic success.

Research on the subject of the attitude towards statistics have gained too much importance and interest as displayed in the seminar work of Wise (1985) and Auzmedi (1991) in (Garcia-Santillan et.al, 2012) which measured attitude from an affective and cognitive point of view. Studies by Gil Flores (1999) in (Garcia-Santillan et.al, 2012) brought out within the definition of this preponderant variable called “attitude” three basic factors, also referred to as pedagogical components. The cognitive component, that pertains to the mental process of conceptions, perceptions, and beliefs about an object. The emotional or affective component, which gather all those emotions and feelings that stimulate time management, example those subjective reactions of distrust and trust, like and dislike, and others. In conclusion, the behavioral component is related to expressions of behavioral action or intention, behavior that depicts the tendency to resolve or act in a specific way. Previously, Sheriff & Neberhall 1965) and Newcomb, Turner & Converse (1965) in (Garcia-Santillan et.al, 2012) have focused on measuring the cognitive element by the opinion of the subject. Conclusively, attitude is determined by three components: affective, cognitive and relative to the conduct (Sheriff & Neberhall 1965).

Young (2017) observed that most students perform badly and below expectations in their academic work as a result of the new college lifestyle they must adjust to, especially for those who do not live with their parents or legal guardians. These students put their academic work on hold in favor of spending more time interacting with friends. Additionally, when some students are overworked in class, they tend to stay away for later days. Therefore, procrastinating for a long time can result in poor academic performance. Other reasons, such as skipping assignments, performing poorly on tests, or distributing incomplete work, can prevent students from graduating on time. The result is that students receiving scholarships risk losing their support.

## **Statement of the Problem**

From practical experience and literature related to time management and students attitudes it shows that there is inconsistency on how these two variables combined together to facilitate academic pursuit of students in universities. Students typically struggle to manage their time well, which may be why some of them lack knowledge of time management techniques like prioritizing, planning, and scheduling in order to concentrate. As mentioned in the study's background, previous research has shown a connection between students' poor time management skills and their academic goals Cyril's (2014), this study therefore, Explored Students Attitude toward Time Management on Academic Pursuit (A Case Study of Gombe State University

## Objectives of the Study

The purpose of the study is exploring student attitude toward time management on their academic pursuit (a case study of Gombe state university). Specifically, the study will determine:

- i. The cognitive attitude of students towards time management on academic pursuit in Gombe state university.
- ii. The affective attitude of students towards time management on academic pursuit in Gombe state university.
- iii. The behavioral attitude of students towards time management on academic pursuit in Gombe state university.

## Research Questions

The following research questions served as a guide for the study:

- i. What is the cognitive attitude of students towards time management on academic pursuits in Gombe State University?
- ii. What is the affective attitude of students towards time management on academic pursuits in Gombe State University?
- iii. What is the behavioral attitude of students towards time management on academic pursuit in Gombe state university?

## Literature Review

### Concept of Time Management

Allocating, delegating, planning, creating goals, assessing time spent, tracking, organizing, planning, and prioritizing are just a few of the many tasks that time management entails. It's essential to any project. Time management, according to Stella (2013), is the act of making conscious decisions about how much time is spent on various tasks, especially in order to maximize productivity, effectiveness, and efficiency. or effectiveness. Time management is the process of arranging, carrying out, planning, and assessing the use of time to carry out specific tasks or functions, according to Anyakoha and Eluwa (1991). These academics contend that each person has an equal amount of time in the day, and that how you utilize that time influences your success and development in using other resources. According to Nweze (1995), the fundamental idea of time is that it is a finite and inelastic resource. Even while everyone utilizes the same amount of time resources, each person uses it differently. Procrastination is a factor that harms time management. Nweze (1995) goes on to say that time management is the process of properly allocating needs in accordance with people's respective roles and responsibilities. Thus, in order to make expressed demands useful, time management entails organizing them into major outcome areas. By concentrating attention on fewer needs, it is necessary to cope with the situation effectively.

## Concept of Academic Pursuit

A child's educational pursuit is defined as the child's educational outcomes. This includes the ideas, knowledge and skills acquired and achieved through their curriculum both within and outside the context of the learning environment (Epunam, 1999). It is the outcome of the student's tenacity and diligence in pursuing his education. Academic achievement is described by Pandney (2008) as a student's performance in academic subjects. It also establishes a student's standing inside the classroom and gives them a chance to showcase their skills and advance their certifications. Assign grades and get ready for the upcoming learning challenges. A person's performance in academic subjects like language arts, mathematics, physics, and other fields of human learning is referred to as their academic pursuit. Academic pursuit in connection to the subjects a student is studying in school and the competencies they are expected to possess during each term of study (Kathryn, 2010).

## Methodology

This was carried out under the following sub-headings:

The study used descriptive survey research design. The population of the study comprised of 14,532 Students of Gombe State University) in which 375 were used as the sample size using Krejcie and Morgan's Table. A researcher-constructed four-rating scale questionnaire consisting of 22 items was used for data collection. The instrument was validated by experts from educational foundation, and fields of Measurement and Evaluation. The reliability index of 0.90 (90%) was obtained using test-re-test method. The questionnaires were distributed and returned via trained research assistants. Data was analyzed using Mean and Standard deviation where the responses were scored based on four rating scale (strongly agreed = 4, agreed = 3, disagreed = 2 and strongly disagreed = 1) for Research Question One and (Very Always=4, Always=3, Not Always=2, Never=1). The decision rule considered was that a mean rating of 2.5 and above was Agreed and Always while a mean rating that is below 2.5 was considered as Disagreed and Not Always respectively.

## Results

**Research Question 1:** What is the cognitive attitude of students towards time management on academic pursuits in Gombe State University?

**Table 1:** Mean responses on the cognitive attitude of students towards time management on academic pursuits in Gombe State University

S/N	Items	Respondents N=375		
		$\bar{x}$	$\sigma$	Decision
1.	Good time management makes me perform better	3.00	1.76	Agreed
2.	Good time management make me more serious	3.45	1.87	Agreed
3.	Good time management makes me punctual at school	3.04	1.19	Agreed
4.	Time management is essential for me to plan my academic activities	3.36	1.67	Agreed
5.	Time management is important to manage school extracurricular activities	3.38	1.37	Agreed
6.	It is difficult to effectively manage time in the school.	3.22	1.30	Agreed
	<b>Grand Mean</b>	<b>3.24</b>	<b>1.52</b>	<b>Agreed</b>

$\bar{x}$  = Mean,  $\sigma$  = Standard Deviation, N=375

Table 1 indicated a grand mean of 3.24 and Standard deviation of 1.52 which indicated a general acceptance of all the items in the questionnaire. Individual analysis of the responses indicated that with means of 2.5 and higher, the respondents agreed with all of the issues listed in the table. This indicated a positive cognitive attitude of students towards time management on academic pursuit in Gombe State University.

**Research Question 2:** What is the affective attitude of students towards time management on academic pursuits in Gombe State University?

**Table 2:** Mean responses on the affective attitude of students towards time management on academic pursuits in Gombe State University

S/N	Items	Respondents N=375		
		$\bar{x}$	$\sigma$	Decision
1	Establishing objectives for each study day	2.46	1.97	Not always
2	Allotting time for each academic task your perform	2.45	2.00	Not always
3	Prioritizing your daily study work	2.15	2.37	Not always
4	Avoiding or cutting out non-essential duties from your everyday study activities	2.48	1.32	Not always
5	Ranking your to do list by significance rather than urgency	2.02	0.95	Not always
6	Sticking to schedules without rushing at the last minute	2.03	0.86	Not always
7	Preparing for the weeks ahead of your study time	1.82	2.32	Not always
	<b>Grand Mean</b>	<b>2.20</b>	<b>1.68</b>	Not always

$\bar{x}$  = Mean,  $\sigma$  = Standard Deviation, N=375

Table 2 indicated a grand mean of 2.20 and Standard deviation of 1.68 which revealed low incidence on the affective attitude of students towards time management on academic pursuits in Gombe State University. Individual analysis of the responses indicated that all items in the table with means of less than 2.5 indicated less involvement affectively towards time management on academic pursuit by the respondents.

**Research Question 3:** What is the behavioural attitude of students towards time management on academic pursuit in Gombe state university?

**Table 3:** Mean responses on behavioural attitude of students towards time management on academic pursuit in Gombe state university

S/N	Items	Respondent N=375		
		$\bar{x}$	$\sigma$	Decision
1	I like following my personal time table	2.40	0.82	Not always
2	I hate fixing time to my tasks	2.27	1.51	Not always
3	My Poor time management make me not attending to school as often as required	2.28	1.62	Not always
4	I do set time limits for my academic matters makes me manage my time effectively	2.26	1.14	Not always
5	I do Set realistic goals which help me to ensure that the time allotted for my academic matters is not lost	2.40	0.55	Not always
6	I do Set priorities for the most important tasks as a strategy to deal with the many problems that can arise in my academic pursuits	2.43	1.12	Not always
7	I do prepare in advance to be accountable for my academic pursuit in all my study levels	2.45	2.00	Not always
8	I do avoid unnecessary distractions to ensure that the time for academic purposes is not compromised	2.27	1.51	Not always
	<b>Grand Mean</b>	<b>2.35</b>	<b>1.28</b>	Not always

$\bar{x}$  = Mean,  $\sigma$  = Standard Deviation, N=375

Table 3 indicated a grand mean of 2.35 and Standard deviation of 1.28 which suggested poor behavioural attitude of the respondents towards time management on academic pursuit of all the items in the questionnaire. Individual analysis of the responses indicated that all items in the table with means with means of less than 2.5 indicated inadequate compliance with behavioural attitude of students toward time management on academic pursuit in Gombe state university.



## Discussion of the Findings

### **Cognitive attitude of students towards time management on academic pursuit in Gombe State University**

Result from Research Question One indicated a positive cognitive attitude of students towards time management on academic pursuit in Gombe State University. It appears from the result in table 1 that the students have positive ideas and perceptions of the place of time management towards academic pursuit of their programmes. This finding reflected the Theory of Reasoned Action, that a person's attitude greatly affects the behavior they will display (Aydeniz & Kaya, 2012). It seems that a student's attitude toward the topic may influence effort regulation even if they are not enjoying the particular activity. (Liu, Hsieh, Cho, & Schallert, 2006). However, According to Pychyl, Morin, and Salmon, (2000) that time management abilities and techniques are largely unrelated to success in school, the workplace, or other spheres of life.

### **Affective attitude of students towards time management on academic pursuits in Gombe State University**

Result from Research Question Two revealed low incidence on the affective attitude of students towards time management on academic pursuits in Gombe State University. Although the students have positive attitude towards time management as seen in table 1, the table 2 indicated low incidence of affective attitude towards time management which is in contrary with the assertion of Misra & McKean, (2000) which stated that Positive time management abilities have been found to have a "buffering" impact on stress, and they are a major predictor of better performance and lower anxiety and stress in higher education. It agreed with Kearns & Gardiner, (2007) which retained that many students struggle to balance their academics with their extracurricular activities (Van der Meer, Jansen, & Torenbeek, 2010) resulting in poor time management, irregular sleeping habits, and increased stress (Hardy, 2003)

### **Behavioral attitude of students towards time management on academic pursuit in Gombe State University**

Result from Research Question Three suggested poor behavioural attitude of students towards time management on academic pursuit in Gombe State University. From table 3 it could be observed that students have poor behavioural attitude towards time management as most of the practices that bring about positive behavioural attitude were not always practiced which indicated poor behavioural attitude towards time management. This finding is contrary to the Theory of Reasoned Action and also agreed with Kelly (2002) who found that Positive work habits are necessary for effective time management, so students are unlikely to acquire

these habits in the absence of effective learning strategies. The fact that students would like to be orderly but don't appear to have any methods for doing so is an intriguing twist.

## Conclusion

It appeared from the findings of this study that students have positive cognitive attitude towards time management on academic pursuit but does not comply with the positive work habit and practices to build the positive affective and behavioral attitude that will greatly enhance their academic pursuit. It is therefore, necessary to imbibe effective study strategies that would build affective and behavioral attitude that would greatly enhance the academic pursuit of students in our universities.

## Recommendations

Based on the findings from the study, the following recommendations were made:

1. Students should deliberately incorporate understanding of time and understanding of the things that occupy time with positive working habits, which will improve their academic pursuit.
2. Students should build positive emotional reactions that match their perception on time management towards academic pursuit
3. The universities should introduce and encourage behaviour Engagement through activities that deliberately attracts efforts, persistence, attention and concentration on student's academic pursuit.

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