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MOULOUD MAMMERI UNIVERSITY OF TIZI OUZOU
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH

جامعة مولود معمري _ تيزي وزو
كلية الآداب و اللغات
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Presented by:

BOUAROUR Fatma

Board of Examiners:

Chair: **PR .Ameziane Hamid ,professor ,UMMTO.**

Supervisor: **PR. FODIL Mohammed Sadek, Professor, UMMTO.**

Examiner: **BENAISSA Amal, MCA , UMMTO**

Supervised by:

Pr .FODIL Mohamed Sadek

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N° Ordre :

Dedication

To my beloved family

To all my friends

To all my teachers and my classmates .

fatma

Acknowledgment

I would like to thank the following people who in many ways contributed to this piece of work.

First and foremost ,I am profoundly indebted to my supervisor **PR. FODIL Mohammed Sadek** for his patience ,inspiration ,constructive criticism and encouragement throughout the development of this Master Dissertation.

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Abstract

The study is mainly concerned with the effects of good or bad time management on students' academic performances. More precisely, it attempts to investigate the extent to which time management can affect first year students' Academic performance. It adopts Jeremy Wright's 'pickle jar theory'. To conduct this study, a mixed research method was adopted. It combines both qualitative and quantitative techniques in relation to data collection and Descriptive Statistical Method and Qualitative Content Analysis in relation to data analysis. The data are drawn from one hundred questionnaire(100) distributed to the first year students on 21th and 22th march 2018 in the department of English at MMUTO. And a structured interview conducted with four (4) teachers working at MMUTO. The findings revealed that first year students do not use time management strategies and they also showed up the factors inhibiting students' use of time management such as procrastination, time constraint and social network. Moreover the results shed a light to the relationship between time management and students' academic performances. On the basis of the findings, it is concluded that time management affect students academic performance.

Key words : *Time Management, Academic Performance ,Procrastination*

List of Abbreviations

- H:Hypotheses
- Q:Qestion
- QCA: Qualitative Content Analysis
- MMUTO : Mouloud Mammeri University

List of Symbols

- X : The calculated percentage .
- Z : The value of the similar answers
- Y : The total number of the participants
- %:percentage
- Rule of three: $X = \frac{Z \times 100}{Y}$

Liste of Figures

Figure 01:Strategies for Time Management.....	11
---	----

List of Tables

Table 1: Defintion of Time Management.....	25
Table2:Factors inhibiting Students from being Good Managers	29

List of Diagrams

Diagram 2: Students 'Perception of Time Management	27
Diagram 3: Frequency of Students 'Use of Time Management Strategies	27.
Diagram 4: Frequency of Students 'Procrastination	28.
Diagram 5: Students 'Opinion toward Time Management and Academic Performance Relationship	28
Diagram 6: . Time Management Phase	31.
Diagram 7:Students' Opinion toward Time Management	31
Diagram8:Students 'Frequency Use of Time Management Schedule and to do List	31
Diagram9 Students' Tendency to Complete Tasks	32
Diagram10:Students 'Tendency to work on a Long Term Assignment	32
Diagram 11: Students 'Different Ways to do a Homework	33
Diagram 12:Studens'Different Ways to Revise	34

Contents

Dedications.....	I
Acknowledgements.....	II
Abstract.....	III
List of Abbreviations.....	IV
List of Symbols.....	V
List of Figures.....	VI.
List of Tables.....	VII
List of Diagrams.....	VIII
List of Content.....	IX

General Introduction

• Statement of the Problem	1
• Aims and Significance	3
• Research Questions and Hypotheses	3
• Research Techniques and Methodology	4
• Structure of the Dissertation	5

Literature Review

<i>Introduction</i>	6
1.Time Management	6
2.Covey's Four Generation.....	7
3. Time Management Techniques	8.

3.1.The ABC Technique	8
3.2. Covey’s Time Management Matrix	9
3.3.Natural Laws Technique.....	9
4. Planning Principles for Time Management.....	10
4.1.Prioritization	10
4.2.Goal Setting	10
4.3.Planning	10
4.4.Making To-Do Lists	10
5.Strategies for Managing Time	11
6.Time Management Process.....	12
7.Time management Behaviors.....	13
8.Time Management Principle.....	14
9.Time Management and Students’ Academic Performance	14
10.Academic Performance	15
11.Procrastination	16
12.Time Constraint.....	17
13.Social Network.....	17
14.Time Wasters.....	18
15. Theory of Time Management	18

15.1 Pickle Jar Theory	18
15.2 Pickle jar theory steps	19
<i>Conclusion</i>	20

Research Methodology

Introduction	21
1. Context and Participants of the Study	21
2. Procedures of Data Collection	21
2.1 . Description of Students' Questionnaire	22
2.2 Interview for Teachers	22
3. Limitations	23
4. Procedures of Data Analysis	23
4.1. Descriptive Statistical Method	23
4.2. Qualitative Content Analysis	24
<i>Conclusion</i>	24

Presentation of the Findings

<i>Introduction</i>	25
---------------------------	----

1.Presentation of the Findings of the Questionnaires	25
1.1Background Information :participant’s Profile	25
1.2.Definition of Time Management.....	25
1.3.Students’Perception of Time Management.....	26
1.4.Frequency of Students ’Use of Time Management strategies.....	27
1.5.Frequency of Students’ Procrastination.....	28
2.Behavioral Information: Students ’Behavior toward Time management... ..	28
2.1.Students’Opinion toward Time Management and Academic Performance relationship.....	28
2. 2.Factors inhibiting Students from being Good Time Managers.....	29
2.3.Time Management Phase.....	30
3.Attitudinal Information: Students Opinion toward Time Management... ..	30
3.1.Students Opinion toward Time Management.....	31
3. 2.Students’Frequency use of Time Management Schedule and To do List.....	31
3.3.Students’Tendancy to complete a Task.....	32
3.4.Students’Tendancy to work on a Long –Term Assignment	32
3.5.Students’Different Ways to do a Homework.....	33
3.6.Students’Different Ways to revise.....	34
4. Presentation of the Findings of the Interview.....	34

<i>Conclusion</i>	36
-------------------------	----

Discussion of the Findings

<i>Introduction</i>	38.
---------------------------	-----

1.Students 'Use of Time Management.....	38
---	----

1.1.Students'Opnion about the Use of Time Management Strategies.....	38
--	----

1.2.The Frequency of Students 'Use of Time Management.....	39
--	----

1.3.Students'Use of Time Management Strategies.....	39
---	----

2.Factors inhibiting Students from being Good Time Managers.....	41
--	----

3. The Relationship between Time Management and Academic Performance.....	43
---	----

4.Recommendations.....	44
------------------------	----

<i>Conclusion</i>	45
-------------------------	----

General Conclusion	46.
--------------------------	-----

Bibliography	49
--------------------	----

Appendices

Appendix 01:Qestionnairs to Students	56
--	----

Appendix 02:Interview with Teachers.....	60
--	----

Statement of the Problem

Time is valuable to everyone and some cultures consider time consumption as equivalent to money consumption. For students, time is also crucial in accomplishing schooling tasks on time. Indeed, in education, every single minute can be converted to benefits. According to Macan, et al. (2000), the secret of achieving success in life is to manage time and resources that everyone possesses equally and paying sufficient attention to planning. This can also be the case for universities. Coming to classes on time and finishing tasks and assignments in due time is a very important responsibility for students to achieve their personal goals and ensure better performances. In the core of education, time management refers to the use of divergent processes and tools that increase efficiency and productivity (Kaushar,2013). Because good time management plays a vital role in improving students' academic performances and grades, students who master it are more likely to meet satisfactory academic progress. This means that to meet the minimum academic performance, requirements are established by the university and students should know their responsibility to make their own decisions about how to manage their study time to boost their grades and to be active learners .

During the learning process, students are different from one another in managing their schedules. In universities time management skills grow in importance because students' time is less structured. In this sense, it is the students ' role to identify their needs and wants in order to be efficient and reach academic productivity.

To be good time managers, students must master a range of organizational skills and use effective techniques such as “setting priorities” and “planning tools” that will result in developing personal planning schedules that will offer them greater chances to succeed in their studies. In fact, students’ success depends much on managing time efficiently to become more productive and fulfilled. Sevil and Necati (2011) indicate a significant and positive relation between time planning and academic performance of students. That is to say, there is a strong correlation between students’ time and educational accomplishment. In fact, students should rely on good time planning and time management technique such as planner, “to do list” and checklist to be more organized during their educational year then to enhance their academic scores.

Time management plays a crucial role in improving students’ performances and achievements. Nofle et al (2007) claim that every student should possess time management abilities to organize their activities, set goals, and prioritize those activities that require focus and time. It is also through time management that student’s ability to make decisions can be enhanced thereby using time more effectively. While there is no universally accepted way to manage time, it is still important for individuals like students to value time management and apply it in different contexts. Since the primary goal of time management at the university is that of enabling students to have better academic results. Time management has been widely investigated since the 1950’s and 1960’s. Many Scholars turned their attention to issues such as what is time management? and what are its strategies?

Among the different researchers who explored this issues Lakein (1973), Lay(1986), Macan(2000), Allen(2001) are worthy to mention. These authors remain distinct in their approaches to define this notion which will be largely detailed in the

review of the literature. Yet students' use of time management strategies and the effects of time management on students' academic performances remain productive area of research that has been hardly exploited in our department, This research theme has never been investigated so far, and it is our intention to attempt to investigate to whether first year students in the department of English use time management strategies and to what extent good time management can effect students 'performance . In fact, this dissertation is a case study that tries to explore the extent to which time management can affect academic performance of the first year students at Mouloud Mammeri University of Tizi Ouzou (UMMTO)(Algeria) .

Aims and Significance of the Study

This dissertation is first and foremost concerned with time management and its effects on learners' academic performances among the first years students in the department of English at Mouloud Mammeri University of Tizi –ouzou. It seeks to investigate through interviews and questionnaires, the extent to which time management can affect students 'academic performance. Besides it attempts to know whether first year students use effective time management techniques and strategies to develop and to enhance their learning productivity. In addition, it intends to shed light on the relationship between time management and students 'academic performance. The main motive for undertaking this research is driven by its importance regarding academic performances. And it is an attempts to motivate and sensitize students about the importance of using time management strategies to improve their academic performances.

Research Questions and Hypotheses

Since our work addresses the effects of time management on learners 'academic performances in the learning process at the level of English department, we shall focus our

attention mainly on the strategies and techniques used by first year students to achieve higher academic performances. To fulfill this purpose, we formulate the following questions :

Q1: Do first year students use time management strategies in the department of English at MMUTO?

Q2: What are the factors that may hinder students 'use of effective time management strategies ?

Q3: Is there a direct relationship between first year students' time management and their academic performances in the department of English at MMUTO?

To answer these questions, we advance the following hypotheses:

HP 1: First year students use time management strategies .

HP 2: Procrastination, time constraint and social network are regarded as the major factors that prevent first year students to use time management .

HP 3: There is a relationship between time management and academic performance.

Research Techniques and Methodology

This work adopts a mixed method approach methodology. The research uses both quantitative and qualitative methods for the collection and the analysis of the gathered data. The data was gathered on 21th and 22th march 2018, a questionnaire for students and interviews for teachers. In fact, choosing the first years level is not done randomly. It is selected taking into consideration the fact that the students are at the beginning of their curriculum of study at the university. Thus, the students need to be prepared to cope with the unstructured schedule comparatively to that of their former schools. In other words, to

cope with the unstructured schedule of the university which is completely different to that of high school. In addition, this level is regarded as a transitional level from high school to the university and the students need to acquire strategies that help them to adapt to the new educational environment .

Structure of the Study

The overall structure of this dissertation follows the traditional complex model. It is divided into four chapters, in addition to a General introduction and a General conclusion. The first chapter is entitled the *Review of Literature*. This chapter aims to review the main important literature on the topic and states briefly the framework upon which the study is based. The second chapter “*Research Design*” presents the procedures of data collection : the questionnaire and interviews. Indeed, the chapter provides explanations about the two methods of data collection and gives detailed information about the participants. The third chapter is called *presentation of the Findings* and it presents the results of our study. The last chapter deals with *Discussion of the Findings* and it is devoted to the analysis of the results obtained from our investigation. The overall research follows the Harvard system of referencing for both in-text reference and bibliography.

Theoretical part

Introduction

This chapter is devoted to the review of the literature which will account for the major works related to the theory of time management and its relation to success in academic projects. The chapter reviews the most prominent definitions of time management and academic performance. Hence, its time management techniques and principles that provide students with the effective tips concerning time management. We will pay special attention to an important theory that tackles the issue of time management in this new field of research : Jeremy 'pickle jar theory. Relying on this theory, the researcher will attempt to determine the extent to which time management affects students' academic performance. At this point, it is worth mentioning that this part focuses on theoretical bases.

1. Time Management

Lakein (1973) defines time management as “ *the process of determining needs, setting goals to achieve determined needs, prioritizing and planning the tasks required to achieve the settled goals.(p.213).*” This means that time management is a procedure that helps students to grasp and determine their academic needs by prioritizing and planning particular tasks needed to be performed to achieve fixed objectives. According to Kaushar, (2013) time management is a way to organize and plan time to achieve productivity and success. As has been noted, Time management is a act of organizing and planning students' time that allows them to grasp the importance of managing time to assist their learning process and to perform a good academic grade and educational progression. Allen (2001) confirms that time management refers to training to better use up their time. In the same context,

Griffiths (2003) refers to it as the use of variants time principles that make individuals aware about how best they spend time on activities. (Cited in Zafarullah Sahilto et al ,2016:43) . Holding the same view, Lakein (ibid) argues that time management refers to the effective usage of different time planning technique such as ‘*to do list*’ or ‘*planning activities*’ or getting involved in training participation. By large, students should enhance their time management skill through the efficient use of a well planning technique. Thus, learners should have a complete knowledge about the relation between time management and academic performance to master the ideal exploitation of time .

2.Covey’s Four Generations of Time Management

Covey (1994) categorizes the evolution of time management into four generations:

2.1.First Generation :Covey (1989) states that the first generation of time management is “*Characterized by notes and checklists, an effort to give some semblance of recognition and inclusiveness to the many demands place on our time and energy.*”(p.206). That is to say, this first generation of time Management can be referred to as the traditional way as it relies on taking notes and writing checklists in order to recognize the demands on students’ time and energy. For example ,students should take note when they are reading to understand the text then to maintain a permanent record of what they have read while revising for examination.

2.2.Second Generation: is typified by the use of calendars and appointment books that enable managers to plan the future activities and events . In fact, in this generation , students shift from a “ To Do Lists” into calendars and appointments For instance, learners should rely on calendars to help them to visualize the many tasks and commitments they have made and also aid them in keeping on track of them . Focusing on planning and scheduling students could have a look ahead to the coming activities and tasks . (Covey , 1989) .

2.3.Third Generation: is based on settings goals ,prioritizing and planning to achieve required goals . Indeed, in this generation , students can rely on using personal organizer ,computers and other paper –based objects so as to ensure that they prepared for the work ahead . That is to say , they should use their time wisely to stay organized during their academic year .(Covey , 1989 cited in Zafarullah Sahito and Mumtaz Khawaja et al ,2016: 44).

2.4.Fourth Generation: Covey (1994) argues that students should be efficient and active and should place goals and roles as the dominate elements of their learning and should favor importance over urgency. In other words , students should focus on the most important tasks and activities before moving to the less important and less urgent ones. For example, students should focus and start with the most important tasks such as doing a grammar activity that have a deadline before moving to the additional work project .

3. Time Management Techniques

Time management relies on different effective techniques :

3.1. The ABC Technique

According to Lakein (1973) the ABC technique remains important in managing time because managers learn how to control time by concentrating on what is truly significant. To add , he claims that making a task priority is to divide them into” A”,”B”,”C” lists (1973: 113). This technique provides managers with the accurate time table to know how to control time basing on their priorities and goals by classifying them under A,B , C categories. In detail, “A” the fundamental tasks or activities of great importance that must be completed. ”B” to the significant tasks to be accomplished in the future. The “C”

to the facultative tasks that could be after the precedent lists .(Lakein,1973:113, cited in Joseph B Cuseo,2016:76).

3.2. Covey's Time Management Matrix

Covey (1989) describes time management matrix as a significant method that allows students to divide goals and priorities into four quadrants. This is meant to classify the tasks as being important or urgent. In addition, Covey (1989 .p151-154) explains each quadrant, which refers to the classification of tasks in terms of their importance and urgency regarding the required goals need to be reached , as follow: Quadrant One to which he attributes the title of the “Quadrant of Necessity “ is characterized by its urgency and importance . Quadrant Two which is defined as the ‘Quadrant of Quality’ emphasizes planning and creativity to increase students’ productivity of a long term results. Quadrant Three which is referred to as the ‘Quadrants of Deception’ . It is characterized by interruptions with no productive outcomes. Finally, Quadrant Four which is referred to as the ‘Quadrant of Waste’ entails the activities that are considered to be senseless and non-crucial toward reaching goals. (Covey ,1989:151.154 cited in Rita B Allen ,2014).

3.3 Natural Laws Technique

Natural laws technique is based on Franklin’s principles (1784) , which assert that productivity can be achieved using time records to facilitate the planning phase .This phase , includes Long- term plans, intermediate plans and daily tasks plan that students can use to develop the goals been identified and to achieve future learning outcomes. In other words , this planning system uses enough time to plan and develop tasks. Indeed, it encourages the use of a daily planner system to record learners’ goals.

4. Planning Principles of Time Management

During the planning schedule, students may rely on a variety of planning principles that facilitate the time management process. In fact, John Dudousky (2012) states that planning time management encompasses principles such as : prioritization, goal setting, planning and making to-do lists .

4.1.Prioritization

Seaward (2011) defines it as” ranking responsibilities and tasks in their order of importance” (p.331).Put differently , it is the act of ordering tasks and responsibilities according to their significance .

4.2.Goal Setting

According to Becker et al (2018) goal setting is defined as “*what is truly needed and wanted*” (p.148). In other words , goal setting is a basic principle for students to better identify their learning needs and wants .

4.3.Planning

Green and Skinner (2005) claim that planning is an important phase so as to reach both personal and professional purpose. In fact , students must go through this planning step in order to achieve an academic performance .

4.4.Making To-Do Lists

Tobis et al (2002) confirm that “ To Do List” plays a crucial role for an efficient time use (management). Indeed, students should keep it while studying to better plan their revisions ,exercises, and tasks .

In a few words, time management planning principles are of great importance for students in the sense that they boost and keep them on track to be well organized while performing activities and tasks as well as revising.

5. Strategies for Managing Time

Cuseo (2016:73) argues that effective time management strategies involve three key processes : first, analysis which consists in analyzing how time should be spent to better accomplish a task or an activity. Next, itemizing which consists in formulating a list of tasks and activities needed to be completed. Finally, prioritizing focuses on categorizing and classifying tasks in terms of their importance and significance .

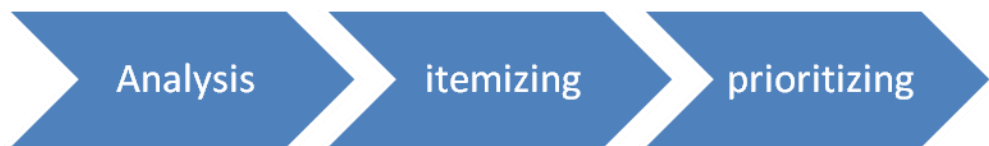


Figure 1:Strategies for Time Managment

According to Victoria (1990, cited in Ally A,.Ngowo ,2013) , prioritization of tasks and records keeping assessments yield to the effective schooling performance. That is to say , students should master the effective strategies that should be used to guide and to provide them with the knowledge of how best to prioritize tasks using lists ,schedules, time tables in order to enhance their time management skill , then their academic performances.

6. Time Management Process

Time management process refers to the steps that students should count on during their learning process. According to Duncan (1996), time management encompasses seven processes:

6.1)- Plan Schedule Management Process :

This step is concerned with all the procedures and documentations needed for managing timeline schedules.

6.2)- Define Activities Process :

During this process, students need to list the activities and tasks that should be done before the deadline; depending on planning technique. Along with the activities, the methods to be used during the process should be outlined. Among these are breaking down the tasks and activities into individual tasks in order to finish up with a defined list of the required activities and tasks.

6.3)-Sequence Activities Process :

This process emphasizes on the students' use of task lists which enable learners to put different tasks and activities in the right order. At the end of this process, students should be able to make efficient use of the different resources then to finish and to deliver the work before the deadline.

6.4)-Estimate Activity Resources Process:

In this phase, students should focus on the resources needed to accomplish tasks and activities using these activity resources process which helps to find out the type of sources to be used to accomplish the required tasks.

6.5)-Estimate Activity Durations Process

This step is concerned with calculating time required for each task . During this process students train on managing their time according to the time needed to accomplish each activity, using the resources that they have identified.

6.6)-Develop Schedule Process

In this phase , students should be able to put together the planned tasks schedule and to take into consideration the start and the deadline for each activity by relying on all the information gathered from the above processes such as “*activity sequence*” and “*activity duration*” to develop an accurate and personal schedule.

6.7)- Control Schedule Process

Finally, the Control Schedule process provides the tools needed to monitor and update their tasks schedule, taking into account changes that is managed appropriately and enables them to keep control of the timings of their project.

7.Time Management Behaviors

According to Claessens *et al*(2007),time management behaviors include three types : Time assessment behaviors ,planning behaviors and monitoring behaviors.

7.1 .Time Assessment behaviors : According to Kaufman *et al* (1991) , time assessment behaviors allow students to approve tasks, activities and responsibilities which accord mainly within the time limit . Thus , these behaviors aim at the students’ self-awareness of time use .

7.2.Planning Behaviors : According to Macan (1996) , planning behaviors include setting goals, prioritizing and planning tasks , making to-do lists ,grouping the target tasks which can enable students to use time effectively and efficiently.

7.3. Monitoring behaviors: Fox et al (1996) state that monitoring behaviors focus on time observation while performing activities ,generating a feedback in order to limit the influence of interruption on students' performance. (Fox et al ,1996 cited in Claessens et al .2007cited in Adeoj,Adeyanka,2012:22) .

8. Principles of Time Management

Time management principles cover forced efficiency and suggestion principles .

8.1. The Principle of Forced Efficiency

According to Tracy (2002:12)) , *“There is never enough time to do everything, but there is always enough time to do the most important thing.”* Indeed, the more students have accomplished things in a limited period of time ,the more they are forced to work and focus on the most relevant and important tasks by enhancing their capacities and performances .Therefore , it is significant for those learners to develop an efficient personal strategy to better spend their time on doing the relevant tasks and activities.

8.2. The Principle of Suggestion

According to Kottler (2011) , the principle of suggestion focuses on the students' use of visual identification to finish tasks and activities. In fact, The effective application of this principle goes through setting the most significant priorities and objectives to be accomplished by writing them , using images or drawing to serve as mind map and sight representational reminder

9. Time Management and Students' Academic Performance

Numerous studies conducted by Mercanlioglu (2010), Sevari (2011) and Adebayo (2015) draw attention to the connection between time management and academic

performance .Indeed, Mercanlioglu et al (2010) reveal that there is a significant and positive relation between students' time planning and academic performance. Sharing the same view, Macan (1994) points out that time management encompasses different variables such as short-range , long-range planning and time attitude which is directly connected to the students' academic performance . For example , learners should rely on short range planning such as daily plan , weakly plan and monthly plan to organize tasks and activities need to be done before deadline .and also rely on long range plan that covers the topics taught over the course of an academic year to enhance both their academic performance and achievement. Furthermore, Adebayo (2015) claims that time management factors such as prioritization, procrastination, socialization is firmly related to students to the students ' academic performance. Therefore, students' 'academic performance is fixedly influenced by time management process. King (2002) also emphasizes the external forces challenging time management which cover individual ability or expertise requiring time, abilities and emotional reserves. (cited in Karima Sayari and Revenio Jalagat et. Al,2017:vol 3).

Concerning time management and academic performance relationship, all the scholars agree on the mutual influence and the correlation existing between the two mentioned concepts.

10.Academic Performance

Page et al (1999) describe performance as an action undertaken by a person or a group while performing a learning task. In the same context, Derek(1999) affirms that academic performance is the process of evaluating the level of students regarding a particular educational object and skills .Sharing the same view, Kyoshaber (2009) confirms that academic performance is typified by students 'test performance related to lesson and their performance on other types of evaluation. In short, academic performance can be regarded

as the degree of students' evaluation and achievement regarding their formative and summative assessment (cited in Ally A,Nogowo,2013:10).

In fact , students ' academic performance can be affected by many factors such as procrastination , time constraint and social network .

11.Procrastination

Cid (2005) defines procrastination as a trend of delaying tasks having a time limit .In the same context, Ackerman and Gross (2005) define it as" the delay of a task or assignment that is under one's control (p.5). This view is shared with Lay (1986)who perceives procrastination as an act of delaying the important task to achieve an objective in spite of the expected negative result. To Chu and Choi, (2005) procrastination is regarded as a self handicapping proclivity in which procrastinators are represented as inactive individuals who waste time and demonstrate weak performance. Moreover, regarding the importance of this phenomena Mann(2016) points out two major types of procrastination which consist of behavioral and decisional procrastination. The latter is defined as decision-making delay throughout a specific period of time ,it emphasis the process that individual undertake to take decision in different sphere of life ,while the former refers to the postponing tasks achievement that focuses on individual tasks performance. Rampur (2011) reveals that managing procrastination is regarded as an essential time management component that helps both teachers and students in performing and managing the required tasks , activities and assignments. (Rampur,2011 cited in Ally A ,Nogowo,2013:16).

To summarize, a good time management strategy is among the major factors affecting students' learning advancement as students tend to postpone their activities, tasks and assignments that have a deadline to prevent students' struggling with handouts , notes unfinished tasks .

12.Time constraint

According to Basu (1995) time constraint refers to the limitations on the start and end time of each tasks and activities .Indeed, There is a huge difference between students' time management in high school and in university . That is to say ,in high school students rely on teachers explanation of everything .However , in university , it is the students ' responsibility to develop a self management skill to cope with the time constraint. For instance, in university students should not only know time management skill but also apply it to complete their tasks , activities and assignment with no struggle before deadline .(Basu ,1995 cited in Faisal Z .Miqdadi ,2014:1).

In addition , Yong (2017)states that higher education provides students with more freedom than they probably experienced in the high school. Therefore, the responsibility is put on college students to prioritize , organize to use their time wisely and keep on track their goals and objectives regarding their academic performances and achievement .

13.Social Network

Kubey et al (2001) states that there is a connection between academic performance and students 'dependency on social network .Besides, Ndaku (2013) affirms that the students ' use of social network has gained high levels and has impacted and shifted their attention from their studies (p.15). According to Nicole (2017) social media platform such as facebook has become a worldwide phenomenon and a social norm for students .She also argues that students have specially use those platform to contact their peers , share information and share their social lives .In addition , karpinski reveals that students experience poor academic performance because of their overuse of social network .In fact , he also affirms that those social platform has a negative impact on students ' performance .That is to say , students

who overuse social media during their studies tend to achieve poor academic grades and performances.

14. Time wasters

Farah (2008) defines Time waste as a “ *dynamic term which means that what makes the waste of time may differ according to changing sittings ,it directly means any time spent in useless sake is to be regarded as time waste*” (p14).

14.1. Kinds of Time Wasters : The kinds of Time wasters can be identified in accordance to a particular planning stages .

14.1.1 Wasters of Time at the Planning Stages : During the planning stage , students’ time wasters put no aims and objective to accomplish tasks and activities that have a deadline .

14.1.2. The Wasters of the Organizing Stage: In this stage , students waste time because of the presence of multiple tasks and activities which lead to postpone of their educational duties .

14.1.3. Wasters of Directing Stage: This kinds of wasters refers to the students who prioritize the irrelevant details of the tasks over the most important tasks . (Alwan &EHmeed,2009,p14).

15. Theory of Time Management

15.1 Pickle Jar Theory

Wright (2002) states that Pickle Jar theory is a scheduling approach which stipulates that students ‘distractions are likely to lead to mismanagement that should be avoided to enhance their academic performances. According to him, this theory is used to monitor students in creating an effective and efficient time management schedule that facilitates the revision process. In fact, Wright associates the word day to a pickle jar .

That is to say, time can be organized using a jar by filling it with the both significant and trivial tasks to avoid wasting time and turn each second of the day to benefits. Effective management depends on defining the important activities that should be put in the jar first. Next, the urgent and important ones. Then come the urgent but not important tasks. Finally, the unimportant activities or tasks. Commenting this theory Klim (2011) states that time management embodies various procedures, methods that play a vital role in life and the pickle jar theory serves to create a sight representation of main priorities and goals.

Actually, Pickle Jar Theory (2002) refers to responsibilities and goals. It uses the term "rocks" to refer to the higher priorities within timelines that occupy most of the space of the jar. The term "pebbles" stands for the urgent but not significant tasks. The term "sand" represents the urgent but not the so important tasks and activities. Finally, the term "water" encompasses the unimportant and trivial matters that lead to wasting time. In short, this theory demonstrates that students should devote more time to the important and significant goals and objectives rather than unimportant ones to create an stability and effective learning plan for a good academic performance .

In other words , pickle jar theory is based on the idea of time is like a pickle jar , is limited .what to fill within it is up to students .The pickle jar represents students time , it requires that students prioritize their learning activities , tasks according to the time constraint .Thus , they should develop a good time management skill that enables them to create a well organized learning schedule .

15.2. Steps of Pickle jar theory

Jeremy Wright (ibid) argues that pickle jar theory follows four steps

Step1: Students are recommended to fulfill the jar with big rocks representing the significant priority need to be finished each day such as writing dissertation of two pages.

Steps2: In this steps, students can add pebbles to the jar representing the smaller and lower priority tasks to be done each day. For instance ,doing the extension tasks.

Step3: Imply supplementing sand standing to everyday routine activities to be done to the jar .For example, revising previous lessons or preparing oral representation .

Step4: In this final step, add water that refers to personal time waster to the jar such as playing puzzle or intellectual games (cited in Ritta B Allen ,2014).

In short, Pickle Jar Theory provides students with the positive insight and good opportunity to enable them to place the most important tasks at the top of the list every day to facilitate and to get them in the schooling process. That is to say, following the pickle jar steps is crucial for students to be aware of the effective use of time and the importance of turning each second to be productive and creative. In addition, this theory enables them to prioritize the most important activities and tasks upon the facultative one to save time, to be more organized, to avoid distraction and to facilitate their learning and revision

Conclusion

This chapter has reviewed the literature about Time and its relationship with academic performance and procrastination. First, it has mentioned the pickle jar theory that indicates that time is like a pickle jar that has limited space and that helps to acknowledge what is important as well as identify destruction to enhance performance in various areas of life .Then, it has dealt with time management and academic performance concepts. Furthermore, it has provided an overview about time management' generations . Then; it techniques known as the ABC technique and described the covey Matrix. Afterwards, it

has mentioned its main , principle , strategies ,process . In addition, it has clarified the relationship between time management and academic performance at UMMTO. In addition, this chapter has also revealed the efficient use of time management in education that has been mentioned in different works .

Introduction

This chapter is concerned with the research design of the study that will serve to answer the research questions asked in the general introduction. First, it describes the context of the investigation. It, then, presents the methodology followed to conduct the research. Furthermore, it explains the procedures of data collection which consist in a questionnaire administered to first year students in the English department at Mouloud Mammeri University of Tizi Ouzou, and an interview conducted with four (4) teachers. Finally, it explains the data analysis method. In this respect, the close ended questions will be analyzed using the rule of three. As concerns the analysis of the open ended questions of the questionnaire as well as for the interview, Qualitative Content Analysis will be used to interpret the data.

Context and Subject of the investigation

The participants to this investigation are the students of first year at the Department of English at Mouloud Mammeri University of Tizi-Ouzou. The total number of this promotion is 661 students, divided into 3 sections. The choice of the first year level was not done at random. It is motivated by the fact that freshmen students are in a transition phases between high school where there is a kind of learning that includes an explanation of everything and where time is more strictly managed and university where students tend to have a lectures with superficial informations, the students' huge number, we could not deal with them all; therefore, we administered our questionnaires randomly to each section.

1- The Procedures of Data Collection

In order to collect data related to our investigation we used two (2) main research instruments. We administered questionnaires for first year students and we conducted interviews with four teachers working in the department of English at MMUTO.

1.1.Description of Students' Questionnaire

A questionnaire is a research tool which presents respondents with a list of questions. It allows gathering statistical data, that is, quantitative data with a non-restricted number of participants. It is, therefore, an easier, faster and less time consuming instruments used to gather information. Zoltan Dornyei (2003) argues that this tool is suitable for second language research because of time constraints, the researcher's efforts, as well as financial resources.

The questionnaire we administered to first year students on 21th and 22th march 2018, is a mixed questionnaire containing 13 questions. Eleven questions are close-ended questions (yes/no question, multiple choice) and two are open-ended questions in which the students are asked to describe their own experiences regarding their knowledge about time management. Moreover, in the second open-ended question, the students are asked to mention the factors preventing them from being good time managers.

1.2. Interview for Teachers

The second tool used for conducting our investigation is the use of an interview for teachers. This tool is used to reinforce the drawbacks of a questionnaire. This method is a research tool which aims at gathering in depth answers, that is, qualitative data. Indeed, interviews are particularly useful for getting the story behind participant's experiences. With it, the interview can pursue in-depth information around the topic (MC Namara;1999). Hence, the interview is undertaken to complete the understanding of the data

gathered by the survey administered to first year students. The structured interview contains six questions asked to four teachers at MMUTO department of English. Among the questions asked to the teachers were: *What strategies students should use to be a good time manager?* and *What inhibit your students from using time management strategies* . In addition, we asked them how they estimate the level of students who adopt a good time schedule . In order to shed a light to the importance of including and implementing time management during the learning process.

2-Limitations

It is worth to mention that the study faced some limitations during the collection of the corpus. As a main limitation, not all first year students answered the open ended question of the questionnaire. The main reason for that was the fact that freshmen students were not acquainted with the time management concept. Despite these limitations, efforts were made to gather as many questionnaire as possible to get more reliable data.

3. Procedures of Data Analysis

The present section describes the methods we adopt to analyze the collected data. Thus, it deals with Rule of three and QCA which are respectively used to analyze the quantitative and qualitative data obtained from questionnaires and interviews .

3.1. Descriptive Statistical Method

Concerning the analysis of quantitative data collected through the questionnaires. The results are interpreted in terms of numerical data manually coded in a Microsoft Excel document in form of percentages, then presented in form of pie charts, diagrams and tables. The percentages are calculated by means of the Rule of three: $X = \frac{Z \times 100}{Y} . X$

refers to the calculated percentage. Z refers the number of answers. Y is the total number of participants under investigation.

3.2. Qualitative Content Analysis

Qualitative Content Analysis (QCA) is “ a *research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns* ” (Hsieh & Shannon ,2005:2). This technique enables researchers to analyze and interpret the text of findings obtained from students' questionnaire(open -ended questions) and teachers 'interviews.

Conclusion

The chapter has laid out the research design used in the study .First of all, it has presented the data collection procedures which consist of a questionnaire and an interview .Then ,it outlined the methods used for the analysis of the gathered data. Indeed, the rule of three is used as a statistical technique to provide a percentage of the data abstained through a questionnaire while Qualitative Content Analysis is used to interpret both the open ended questions of the questionnaire and interview.

Introduction

This chapter is empirical. It presents the results reached through the questionnaire administered to one hundred (100) first year English students and through the interviews conducted with four (4) teachers at Mouloud Mammeri University of Tizi Ouzou (UMMTO) from 21 to 22 march 2018. This chapter encompasses two major sections aiming to provide an answer to the research questions asked in the introduction. The first section is devoted to the presentation of the data gathered from students' questionnaires, while the second section is about presenting the findings of the teachers interviews.

3.1.Presentaion of the Results of the Questionnaire

3.1.Results of Section One

3.1.1.1. Sudents 'Background Information

3.1.3."How would you define the term Time Management?"

Categories	Number of answers	Percentages
Process of managing time	50	50 %
A method of Planning and organizing time	30	30%
Technique of structuring time	15	15%
Other	5	5%
Total	100	100%

Table 1:Definition of Time Management

Based on the results, the majority of the respondents which stands for (50%) argue that time management is a process of managing time, while (30%) indicate that it is a planning and organizing method as it provides them with effective procedures to enhance their self organize and plan their learning process. Others (15%) state that time management is a technique that helps to structure time .

3.1.4.”Do you consider Time Management?

- 1-Necessary ☐ 2-very important ☐ 3-Important ☐
- 4-Optional ☐ 5-Unnecessary ☐ 6-Useless ☐

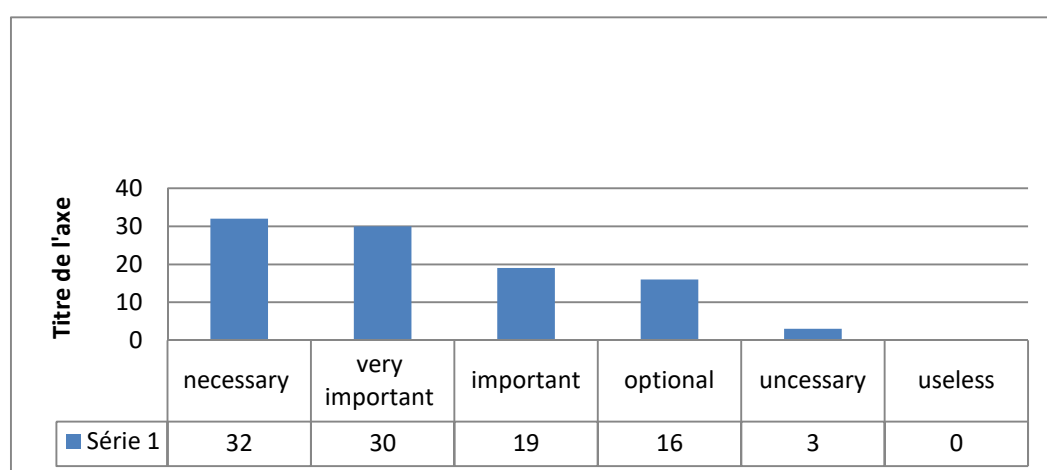


Diagram2:Students’Perception of Time Management

The diagram2 above indicates that (32%) qualify time management as being “*necessary*”, (30%)describe it as being “*very important*”, while (19%) refer to it as being *important*. Explicitly, the majority of respondents (32%+19%) consider time management “*Important*”.

3.1.3.”How often per week do you use Time Management Strategies?

1-Always ☐ 3-Often ☐ never ☐

3-Sometimes ☐ 4-Rarely ☐

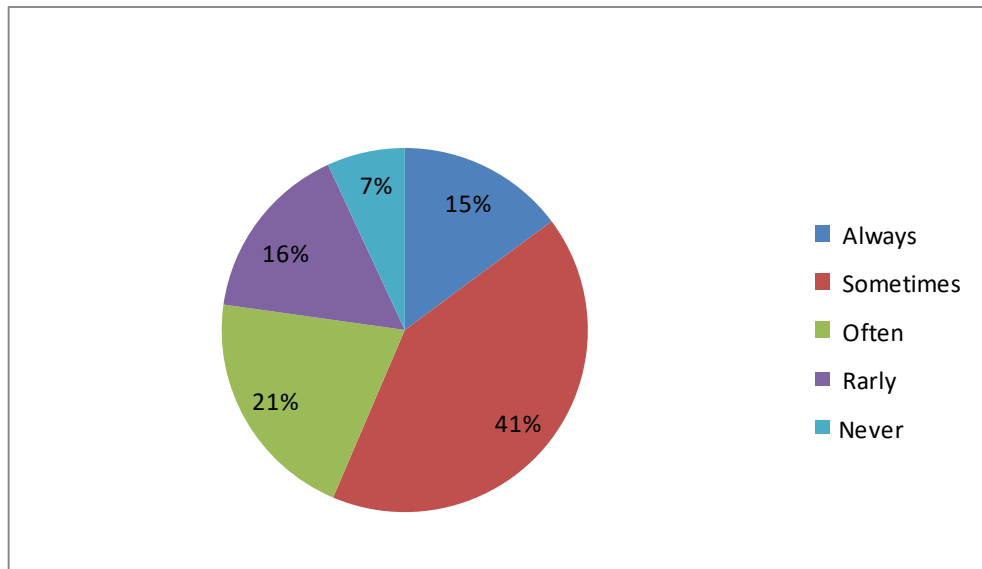


Diagram3: Frequency of Students 'Use of Time Management Strategies

As indicated in diagram3, the majority of participants (45%) replied by “Sometimes” ,whereas(22%) answered by” *Often*.” In contrast, only(16%) of the participants admit that they never use time management strategies.

3.1.4.3 “How often do you procrastinate?”

1-Always ☐ 2- Often ☐ 3-Sometimes

4- Rarely ☐ 5-Never ☐

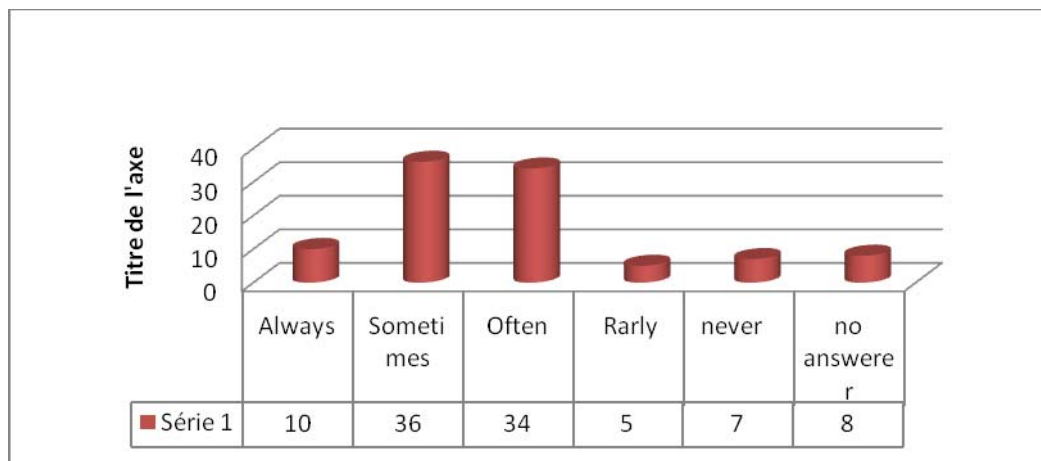


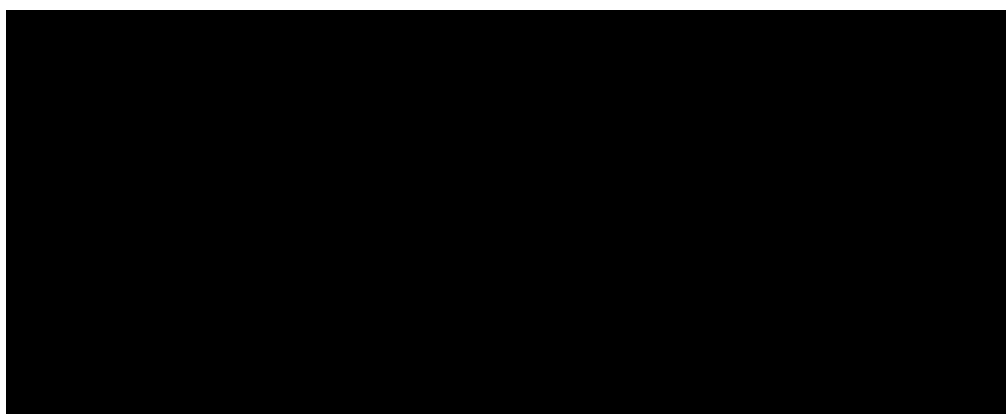
Diagram4:Frequency of Students 'Procrastination

On the basis of the gathered data, the proportion of students who procrastinate “*sometimes*” is the highest as it amounts to 36% . (34%)of them procrastinate “*Often*”. 10% « *always* » procrastinate, and 7% are not concerned by procrastination

The Results of Section Two: Students 'Behavior toward Time Management

3.2.1.Q1:Do you think there is any relationship between good time management and academic performance ?

Yes ☐



No

Diagram 5 students 'Opinion toward Time Management and Academic Performance Relationship.

As for students' opinion toward time management and academic performance relationship ,the results in diagram (5) show that (81%)of them affirm the existing connection between the two main concepts by answering with “yes ,“ whereas a minority of students (19%) responded by” No”. Therefore the outcomes clearly show they are aware of the existing relationship between time management and academic performance.

2.2.3.According to you ,what factors prevent you from being a good time manager?

Categories	Answers	percentages
Time constraint	30	30%
Procrastination	50	50%
Laziness	10	10%
Social Network	15	15%
No answers	5	5%

Table2:Factors inhibiting Students from being Good Managers

As indicated above ,from the answered gathered from 100 participants,(50 %) of the answers point out procrastination as the main barrier that prevents students to adopt a good time management agenda. (30%) indicate “*time constraint* ,“ while(15 %) blame “ *social network*” as clearly displayed in the table above .

3.2.5.What do you consider to be the most important phase in a management process?

1-To design and stick to a plan ☐

2- To focus on the most important tasks ☐

3- To assign tasks ☐

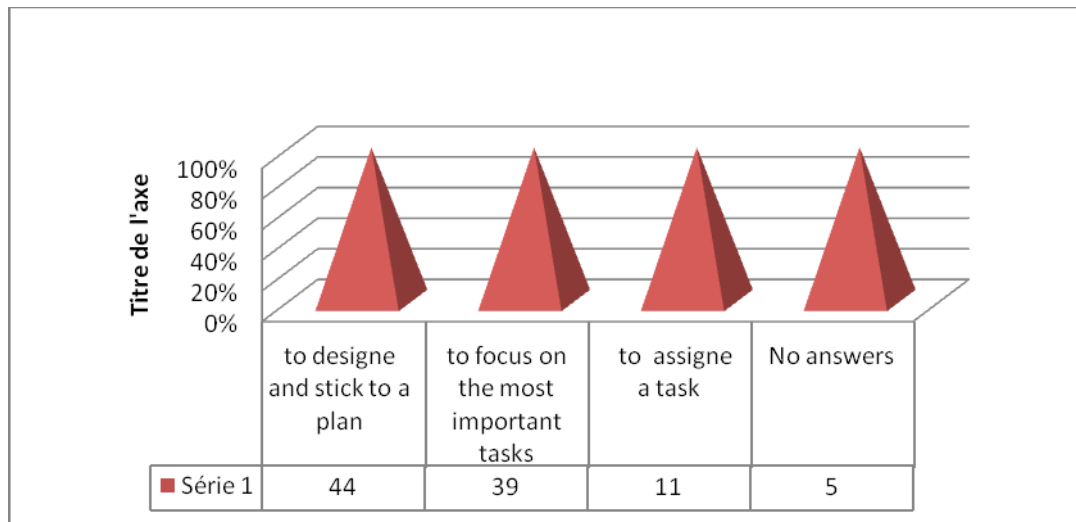


Diagram 6 Time Management Phase

As seen in diagram(6), the finding related to the significant time management phase indicate that(44%) are centered on “*to design and stick to a plan* , “ while (39 %) point out that “*to focus on the most important tasks* “ is the most important phase in management process. Few participants mention “to assign task” as a significant phase in management process.

Results of the section 3: Students Opinion toward Time Management

Q1: Do you think that acquiring Time Management skill is a key to succeed in your opinion?

Yes ☐

No ☐

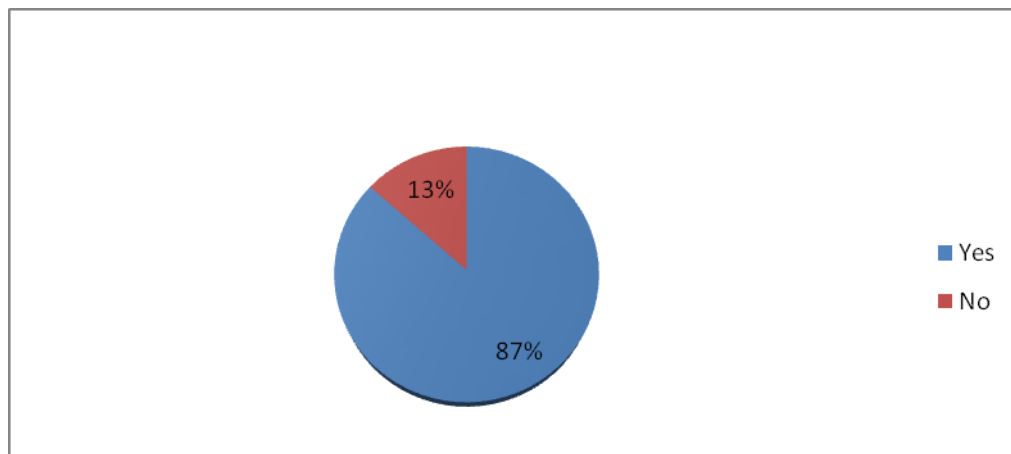


Diagram 6: Students' Opinion toward Time Management

The results show that while the majority (84%) affirm that acquiring time management skill is a key for an educational success, modest percentage, (13%) reject this view.

Q2:Do you keep a schedule or a list of things to do while studying?

Yes ☐

No ☐

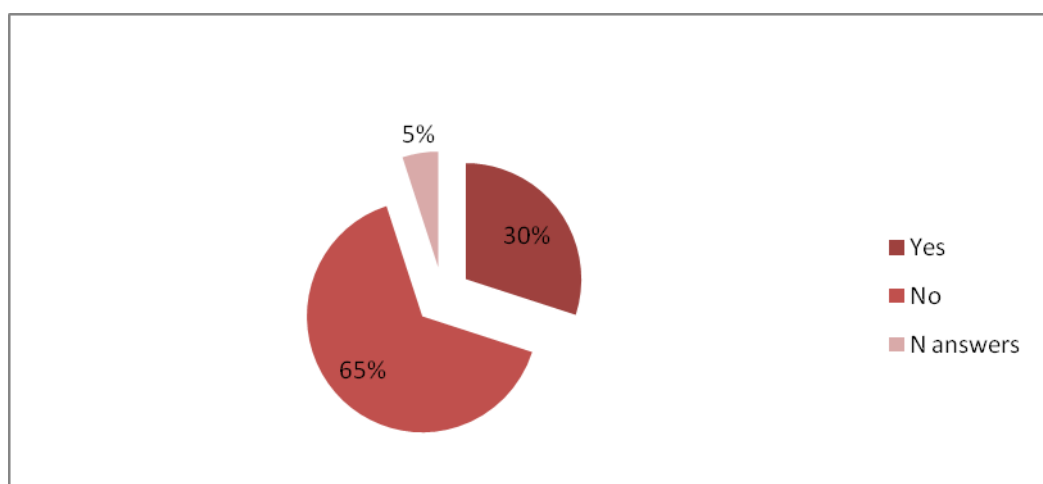


Diagram 7: Students'Frequency Use of Time Management Schedule and to do list

The results in figure (7) are almost balanced between the two answers. (30%) of the respondents have replied by “Yes” and others have replied by (65%) “No”

Q3:Do you tend to complete your tasks in time ?

Yes ☐

No ☐

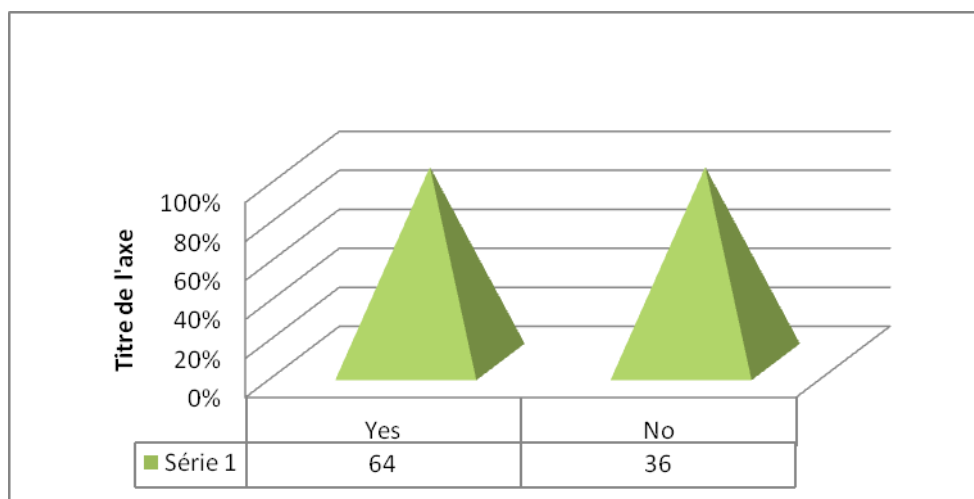


Diagram8: Students' Tendency to Complete Tasks

From the data presented above, we notice that around (64%) of participants say that they tend to complete their task in time , whereas(36%) refute it and answered by “No”.

Q4:Do you begin working on Long –Term Assignment at the Beginning of the Semester ?

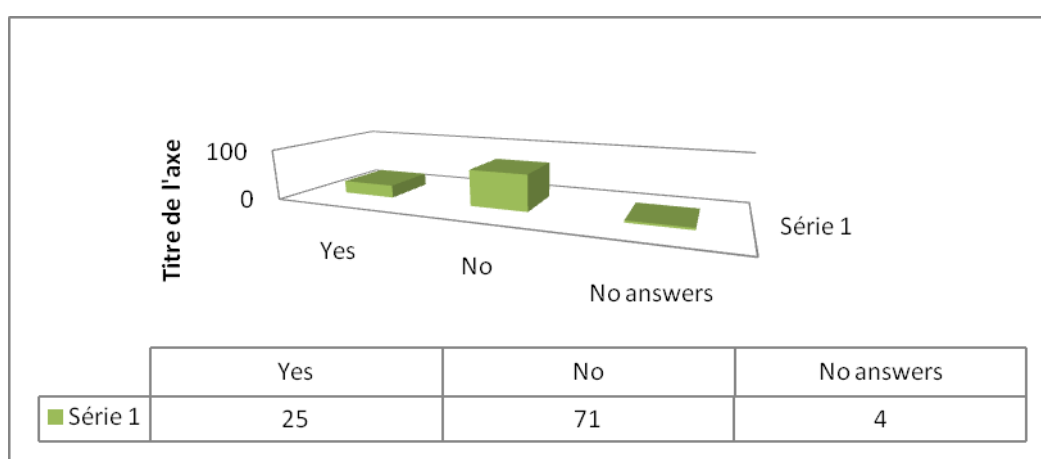


Diagram 10: Students 'Tendency to work on a Long Term Assignment

As for diagram (10), results reveal that the majority of the respondents (71%) answered “No” when asked if they were likely to begin working on a long-term assignments at the beginning of the semester, while 25 participants (25%) claimed the opposite.

Q5: When you have a homework to do, do you?

1-Keep it until the last moment before the deadline ☐

2-Do it right away ☐

3-Copy it or ask a friend to do it ☐

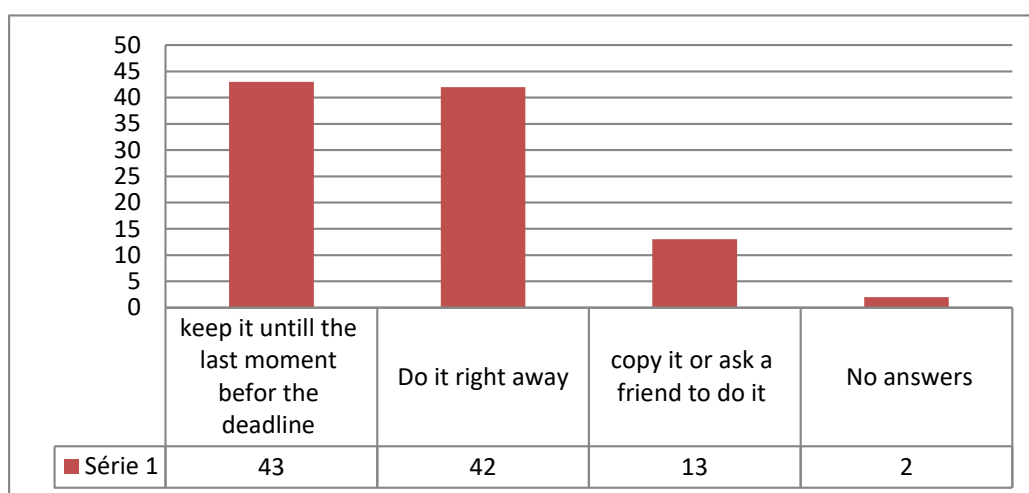


Diagram 11: Students ‘Different Ways to do a Homework

As the participants are asked about what they do when they have a homework, the diagram indicates that a part of the respondents (43%) tends to “Keep it until the last moments before the deadline” or “Do it right a way”. Nevertheless, a few of them (13%) “copy it or ask a friend to do it.”

Q6: A midterm exam, do you :

1-Struggle between your handouts and note books ☐ 3-Relax ☐

2-Review the notes and study well ☐

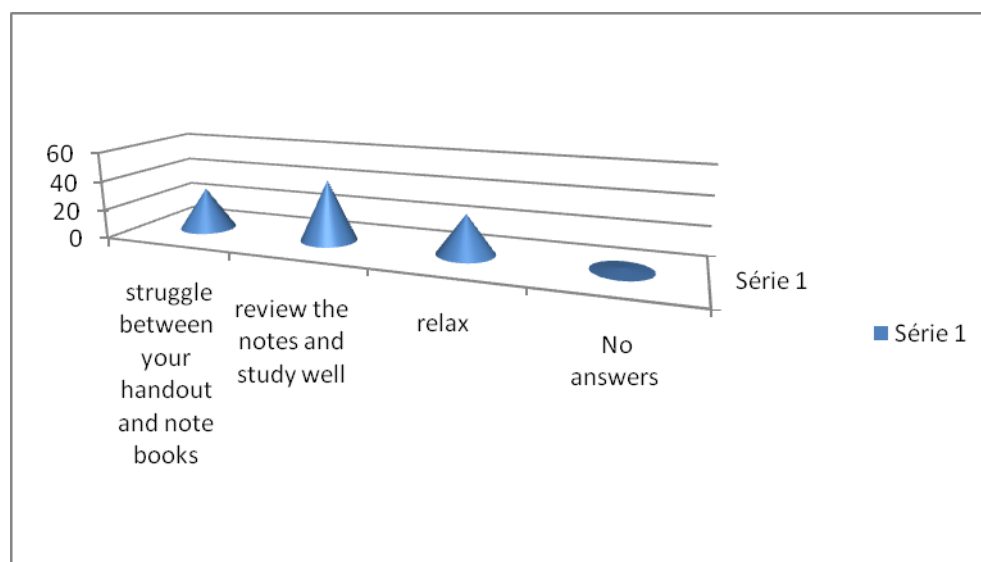


Diagram 12: Students' Different Ways to Revise

Diagram(12) shows clearly that the majority of participants (42%) affirm that they “*Review the notes and study well*”. (29%) reveal that they “*Struggle between your handouts and note books*”, whereas(27%) of them “*Relax*” .

4.Results of the Interview

The analysis of this section is based on the data gathered through the interviews conducted with four teachers in the department of English. The four experts are named Participant 1, Participant 2, Participant 3 and Participant4 respectively. In fact ,the interview with participant 4 was an audiotape which was transcribed into text, whereas the three others were conducted by questioning and note taking. In addition, the analysis made by using *Quantitative Content Analysis* and its aim was to find out their opinion about the importance of students' use of time management .

Q1: Do you consider time management as significant factors for better academic performance?

This question asked to highlight the significance of time management on students' academic performance. Indeed, the four participants assert that effectively time management plays a crucial role for success in their educational path.

Q3: Mention some strategies that students should use to be a good time manager?

As for time management strategies that students should use to be good time manager Participants 1 ,2 and 3 agree on using planning schedule ,to make lists and to design time table for revision .Sharing the same view, Participant 4 states that students must devote time to” *soul searching* .“ That is to say, they should set time aside to be aware of their learning needs and to know how to contribute to enhance their performance by using planner.

Q4: Through your experience ,do you think that your students use a “to do list “ or planning schedule to accomplish tasks and activities each day ?

Questioned about if students use a to do list or planning schedule while accomplishing their tasks and activities ,Participants 1 acknowledged that students tend to use a to do list especially in the exam period , while the other Participants (2,3and 4) all agreed that not all students use a to do list and planning schedules mainly because of their passivity ,laziness and overuse of their technology devices. they also added that those who really are most likely to have high academic achievement .

Q5: How do you describe the level of students who use time management strategies ?

When it comes to the level of students who use time management strategies ,all the interviewees share the same point of view: Students who tend to apply those strategies are

highly expected to have a better level than those who do not ,because they allow them to practice self organizational devices to get better marks.

Q6: In your opinion ,what inhibits your students from using time management process?

Concerning the factors which inhibit students 'use of time management process, Participants 1 and 2 claim that student transition from high school to university may be the major factor as some of them feel lost. Participant 3 argues that students waste their time on doing unproductive activities such as chatting on the internet , whereas Participant 4 explains that factors may be rooted in cultural practices . That is to say, students do not have the habit to manage time and are not encouraged to get involved in this process .

Q7: In your opinion ,what are the advantages of time management ?if there are any?

All the participants agree on some advantages . The first advantage, time management facilitates and guides students 'learning process. The second advantage is that it ensures students advancement in knowledge acquisition . In addition, Participant 4 contends that the more they pay attention to how time is spend ,the more they understand their academic needs.

Conclusion

This chapter has dealt with the presentation of the findings of both questionnaire and interview which indicate the strategies used by students as well as the effects of time management on students 'academic performance . The results obtained inform that students' use of time management is far from being high. In this regard, some students perform more as procrastinators than active time managers . As far as the hindering factors are concerned, the students responses reveal that the factors preventing them from being good time managers are "Technology Devices "," and "laziness". In the same context, the

results show that procrastination and time limits are major reasons that can also affect students' time management and academic performance . To bring further clarifications, the following chapter is devoted to the interpretation and discussion of the results described in this section .

Introduction

The chapter discusses the results of the study in relation to the research questions. The findings deriving from students' questionnaires and teachers' interviews are analyzed and interpreted together, and this is because of the correlation that exists between the outcomes collected from these two research tools. The results are then discussed and interpreted in relation to the literature review presented in chapter one. The chapter comprises three major sections which aim to provide an answer to the research questions asked in the introduction. It first discusses the results obtained from the students' questionnaires about their use of time management strategies. It, then, discusses the outcomes relating to the major factors influencing students' use of time management. Finally, the third part outlines the relationship between time management and students' academic performances.

4.1.Students' Use of Time Management

4.1.1. Students' Opinion about the Use of Time Management Skill

The findings of the work show that the majority of students (32%) find time management "Necessary" (see diagram 3). (30%) of them consider time management as a "very important" skill, while other participants (16%) find it "optional". In addition, more than (84%) of the participants affirm that acquiring this skill is a key to succeed in their studies. That is to say, the use of time management skill can influence positively on their revisions planning then their academic scores obtained from teachers' test and exams. Brigitte et al (2005) highlighted that time management plays a significant role in time management necessary for their learning performances and that they are conscious about the impact that it has on their educational progress. Interestingly, teachers confirm this view by stating that "time management plays a crucial role for success in their educational path." They further claim that this skill is indispensable for academic success as it helps to be

accustomed with the different techniques that allow learners to be organized , to facilitate their learning process and improve their educational' outcomes. This goes hand to hand with Alay S et al (2002) who state that time management enables to reach success by maintaining balance and increasing productivity.

On the basis of the data obtained , we conclude that time management is important for first year students to study and to get high marks as their success depends much on managing time in an effective manner. It can be affirmed that this skill allows to shape students' mind to become better students and to enable them to use time productively and effectively . This confirms the claim made by Hashemzadeh et al (2011), that time management “ is one of the necessary condition for managers”(p.2536). The results also denote that students are mindful about the importance of time management on their academic performance .

4.1.2. The Frequency of Students ' Use of Time management Strategies

The results of the questionnaire demonstrate that the majority of the participants are not engaged in using time management and their attitudes towards this issue differ .Thus ,while some of the learners(15%) affirmed their interest as they replied by” *Always*”(see diagram 4).Most of them are less active when it comes to use these strategies .In fact (42%) affirmed by “*sometimes*” ,whereas (22%) picked the words “*often* “ .This proves that (the majority of 42+22=64/) students are less active as they use time management strategies occasionally. .This may be due to the fact that they do not have enough knowledge about the importance and role of time management, lack of training ,students are not taught how to use time management in methodology module or they do not put into practice what they learn about it .

4.1.3. Students 'Use of Time Management Strategies

From the results displayed in the previous chapter ,it can be concluded that a significant number of first year students (65%)at the department of English at MMUTO are not interested in using time management strategies such as “ to do lists ” and “schedules”, only (30%) affirmed their concern about the use of this technique. This means that learners do not use planning strategies while studying. This goes in tune with Denlinger (2012) who confirms hat the majority of students do not plan well for the academic studies. Besides, the findings of the interview are in accordance with those of the questionnaires. In fact, most teachers have noticed their students’ lack of use time management strategies. They explained this lack of use by the passivity of the students, their overuse of technology devices and other factors. The teachers guessed right , because the major reasons preventing the use of this technique according to the students are the same with those listed by the teachers . To add, teachers described the level of the participants using these strategies as being better than those who did not use them. Therefore, the results Incite us to admit that students are passive when it comes to organize and plan their learning and revision as they do not give importance to prioritization and planning phases that facilitate their tasks, activities and assignment accomplishment before deadline and also they do not master how to control time to achieve better results .

As far as time management strategies are concerned, teachers asserted that every students should employ “ planning schedules”, “making lists ” and “design time tables ” for revision to enhance their learning (Victoria,1990) and also they should prepare themselves to use these strategies and to learn how to prepare their do lists , plan and workout on tasks need to be finished before the deadline s it was mentioned by Grutsinger (1994) , who argues that time management involves setting goals , deciding which events are important among others ,prioritizing and much decision about how much time to devote for certain tasks. In

addition, as mentioned in pickle jar theory, students should put an emphasize on prioritization of activities in order to avoid mismanagement.

In sum, it can be noted that first year students in the department of English at MMUTO are aware about the benefits that time management strategies can bring to their learning but do not engage to use them as they tend to be passive learners. Indeed, we can notice that they are not involved in applying time management strategies while learning (Macan,1994). Furthermore, the findings also showed that “to do list” is crucial for an effective time use. Nevertheless, the results of the suggested hypotheses concerning first year students’ use of time management strategies is refuted.

4.2. Factors inhibiting Students from being Good Time Managers

The results of this research show that the main factors which negatively influence students are “procrastination”, “time constraint” and “social network.” Indeed, The majority of students (36%) revealed that they “*Often*” tend to procrastinate, while (34%) replied that they “*Sometimes*” do. Only (10%) Acknowledged that they “*Always*” procrastinate. In fact, first year students at the department of English procrastinate at some point, this is may be due to their passivity, laziness, lack of motivation, poor organizational skills and their overuse of social network such as face book, twitter. To add, students may be confused about certain tasks. Thus, they tend to postpone tasks hoping they will understand them later. This goes hand to hand with Z,Lisa (2009) who argued that students tend to procrastinate because of tasks aversion, as studying is generally the last thing that a students would like to do because of the tasks accumulation and all kind of distractions such as video games and social network. The results can therefore be related to students self handicapping. In short, procrastination can be explained by the fact that some students are accustomed to it and others do not. and this because of students’ lack of

awareness about the importance of avoiding the unnecessary delay of tasks and activities. The findings further showed that there is a significant relationship between procrastination and academic performance. Therefore, the study reveals that students must avoid postponement of activities and tasks that can make their studies difficult in order to enhance their productivity .

The other factor preventing students to use of time management is time constraint .Indeed, the results attest that participants consider time constraint as one of the influencing factors that prevent them from developing their management skill .For these , students are mindfully not engaged to deal with schedule time at university as they need a lot of time to perform task and activity in an effective way (Drucker,1982). Indeed, students reveled that studying is a time consuming process which requires a management strategies that facilitate planning and organizing revision and set deadline for the most important tasks need to be accomplished. In addition teachers claim that “ students ’transition from high school to university may be the major factor as some of them feel lost” .we can conclude that with Bonhomme time is a key factor that can shape first year students’ learning process (Bonhomme,2007). That is to say their transition from the structured schedule of high school to the unstructured one of the university may inhabit them from adopting good time management strategies.

As far as time management is concerned , participants stated that social network has an impact on their use of time management strategies. In fact, they reckon that they are not enough focused on their studies when they get distracted by the divergent social networks such as face book and twitter . Thus , these distractions reduce their motivation to study and prevent them from finishing the required tasks before deadline. The results allow us to confirm that students are conscious about the negative effect social networking on their use management strategies as well as the fact that getting on social media sites while learning

may results in reducing their motivation to gain knowledge concerning their studies. Indeed, it is worth noting that these results revealed that the main issues that negatively influence students to be good time managers are certified to be “procrastination”, time constraint ” and “social network ”. In sum, students’ educational path is regularly hindered by factors that can influence their use of time management . .

5. The Relationship between Time management and Academic performance

The present study highlights the relationship between time management and students’ academic performances . Indeed , the above findings imply that the majority of students (81 %) indicated that there is a direct relationship between time management and their academic performances, whereas 19/ indicated the opposite .Overall these results are in accordance with Camaloglu et al (2011),who affirms that there is a connection between managing time and academic performance . In fact, the results confirm that there is a positive link between effective time planning and academic progress. This means that time management is a key element which can enhance students outcomes (Camaloglu,2010) . These basic findings are directly in line with previous studies Hamzah et al(2014) who indicated that there is a significant and positive influence between time management and students performing well in their studies. Indeed, these results are consistent with Matjeri (1980) who stated that students with a high developed management skill tend to have a better academic level as time management affects their academic progression .In other words , students should rely on time management skill to organize and plan their learning as well as to enhance their academic grades and performances .

Furthermore, From these results it is clear that students recognize the relevance of time management in shaping their educational grades. And admit that time management has an impact on their academic outcomes. Thus they may need to develop a self management

technique in order to be effective in performing their tasks and activities . This is mainly due to either to the fact that they are adults learners who know exactly why they are studying and what is expected from them at the end of the semester. This can find its explanation on the fact that students using these strategies have a tendency to achieve well in their academic studies. All in all ,we can conclude that time management is related to the academic performance of the first year students at the English department at MMUTO.

6. Recommendations

Based on the findings of this study, the following recommendation may help students improve their academic performance by relying on time management strategies .

Referring to the results, the subject of time management could be implemented in the methodological module as well as seminars discussing the importance of time management strategies before the beginning of the semester should be organized to sensitize students about the relevance of developing such skill in improving their academic outcomes.

In addition, Students should take into consideration prioritizing and planning to ensure their accomplishment of tasks and activities on time and more importantly to enhance their academic grades . Teachers should also encourage their students to apply time management strategies such as calendar , time blocking in which well planning and management are mostly tackled to provide a nice view of the week .

Furthermore, students should use time management techniques such as “to do list” , schedule , checklists, time planner and ticker file to plan their revision as well as their learning process.

Obviously, procrastination has a major impact on students’ academic performance(Rampur,2011). Therefore, efforts should be done by students to avoid putting off their required tasks and activities for a long period as the delays may negatively

influence their accomplishment of tasks and responsibilities. Thus they need to start working on their tasks ,assignments and revision on time in order to avoid accumulation of work and struggling with handouts and unfinished tasks .

Conclusion

The chapter has discussed the results in order to answer the three research questions of the study . It has come to the conclusion that , while two of the hypotheses suggested are confirmed , one is refuted . Indeed, first year students in the English department at MMUTO shown to be less active in using time management strategies. This due to their passivity regarding their learning process.

With regard to factors inhibiting students' use of time management , the respondents affirm that the major reason that prevent them from using this process is procrastination .That is ,this inhibit them from finishing their tasks on time. In other instance, time constraint and social network are shown as other influencing factors that hinder them to use time management as well as to be active learners .

Furthermore, Our results cast a new light on the existence of a significant connection between time management and students 'academic outcomes.

General conclusion

The study was set to investigate the extent to which time management can effect students' academic performances at the department of English at Mouloud Mammeri University ,that is ,to seek out how effective use of time management has helped in enhancing students' academic performances. It also intended to determine the factors inhibiting students' use of time management , as well as to shed a light on the relationship between time management and academic performance. The investigation in this area which is important because this subject is new especially at MMUTO context was conducted on the basis of Wright '*pickle jar theory*'. This latter emphasizes on the way students should manage their time through planning and prioritizing to avoid distraction leading to mismanagement. The results confirm some points of the hypotheses as well as they refute others.

This dissertation laid three major objectives. The first objective was to determine whether first year students at the department of English at MMUTO use time management strategies. The second objective was to discover the factors preventing students to use time management. The third and the last objective was to highlight the relationship between time management and academic performance.

To answer the advanced question and to test the hypotheses of the study , a mixed method approach was selected , combining both quantitative and qualitative methods for the sake of analyzing data. These data, indeed, were drawn from two distinctive research sources. 100 first year students from MMUTO were randomly selected to respond to a questionnaire .Likewise ,four teachers from the same setting were selected to be interviewed. For quantitative data analysis a computer program (Microsoft Excel) was used for the evaluation of statistical data .In addition ,to this statistical method ,Qualitative Content Analysis was adopted to interpret the data gathered from the interview .

Relying on the data analysis , the empirical findings were synthesized and thus provide answers to the research questions advanced in the study. As claimed by Brigitte et al(2005)who states that time management plays an important role in improving students' performances, the majority of the learners perceive time management strategies as a necessary for their performances. However they are not engaged to use them as a significant number of students argued to use these strategies "sometimes" . only 10/ replied by "Always". The results shown that the first year learners are aware of the relevance of using time management strategies to enhance their educational performances but they are not interested in employing them .

Furthermore, understanding students 'behaviors toward using time management goes through analyzing the influencing factors. The findings state clearly that respondents point at procrastination as a major factor affecting negatively their use of time management .The findings also shed the light on other negative factors such as "time constraint" and "social network". Moreover, the research has highlighted the relationship between time management and academic performance.

All in all ,relying on the pickle jar theory mentioned in the literature review of the study, the following conclusion is drawn :first year students at the department of English at MMUTO are not engaged in using time management strategies . However, except for few number of them who are active in using them .Besides, the majority of students are negatively influenced by many factors such as procrastination ,time constraint and social network.

It is hope that the findings of this humble work as first investigation in this new field will contribute to make students aware of the relevance of using time management strategies in the English department at MMUTO to improve their academic performances . This would thus enhance the learning process through relying on prioritizing ,organizing and planning .

It is also hope that this research paves the ways to future researchers interested in the same area to carry on the relationship between time management and academic performance for both teachers and students . Further researchers could also reflect upon the factors affecting students' academic performances in relation to learning styles or gender differences .

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Appendix 01 :Students 'Questionnaire

The questionnaire is part of a research which seeks to investigate the effects of time management on learner academic performances of the first year students in the department of English at MMUTO. In order to achieve this aim, you are kindly requested to answer the questions below. The information you provide will be objectively used for an academic purpose and will be kept anonymous.

Please use an asterisk (*) to indicate your answer, and use your own statements where required.

THANK YOU FOR YOUR CONTRIBUTION!

Section 1: Students ' Background Information .

1_-How would you define the term «Time Management skill “?
.....
.....
.....

2-Do you consider Time Management skills?

1-Necessary <input type="checkbox"/>	2-very important <input type="checkbox"/>	3-Important <input type="checkbox"/>
4-Optional <input type="checkbox"/>	5-Unnecessary <input type="checkbox"/>	6-Useless <input type="checkbox"/>

3 - How often per week do you use time management strategies?

1-Always <input type="checkbox"/>	3-Often <input type="checkbox"/>	never <input type="checkbox"/>
3-Sometimes <input type="checkbox"/>	4-Rarely <input type="checkbox"/>	

4-How often do you procrastinate?

1-Always ☐

2- Often ☐

3-Sometimes ☐

4-Rarely ☐

Section 2: Students 'Behavior toward Time Management.

1-Do you think there is any relationship between good time management and academic performance ?

Yes ☐

No ☐

2- According to you, what factors prevent you from being a good time manager?

.....
.....

3-What do you consider to be the most important phase in a Management process?

1-To design and stick to a plan ☐

2- To focus on the most important tasks ☐

3- To assign tasks ☐

Section 3: Students Opinion toward Time Management.

1-Do you think that acquiring Time Management skills is a key to succeed in your studies ?

Yes ☐

No ☐

2-Do you keep a schedule or a list of things to do while studying?

Yes ☐

No ☐

3-Do you tend to complete your tasks in time?

☐

Yes ☐

No

4-Do you begin working on long-term assignments at the beginning of the semester ?

Yes ☐

No ☐

5-When you have homework to do, do you:

1-Keep it until the last moment before the deadline ☐

2-Do it right away ☐

3-Copy it or ask a friend to do it ☐

6- A midterm exam ,do you:

1-Struggle between your handouts and note books ☐

2-Review the notes and study well ☐

3-Relax ☐

THANK YOU FOR YOUR HUGE HELP!!!!

Appendix 02: Teachers' Interview

A structured interview conducted with the four teachers working in the English department at Mouloud Mammeri university about the effect of time management on students' academic performances followed for the year 2017-2018 .

Teachers ' Opinion toward Students' Use of Time Management

Q1: Do you consider time management as significant factors for better academic performance ?

Q2: Mention some strategies that students should use to be a good time manager?

Q3: Through your experience ,do you think that your students use “to do list” and planning schedule to accomplish tasks and activities each day?

Q4: How do you describe the level of students who use time management strategies?

Q5: In your opinion , what inhibit your students from using time management process?

Q6: In your opinion ,what are the advantages of time management ?if there are any?

THANK YOU FOR YOUR HUGE HELP!!!!