TIME MANAGEMENT AND STUDENTS ACADEMIC ACHIEVEMENT IN HIGHER EDUCATION INSTITUTIONS:

A CASE STUDY OF ISLAMABAD

Submitted by

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CERTIFICATE

This is to certify that this thesis entitled: *"Time Management and Students Academic Achievement in Higher Education Institutions: A Case Study of Islamabad"* submitted by Aqsa Ashraf is accepted in its present form by the Department of Development Studies, Pakistan Institute of Development Economics (PIDE), Islamabad as satisfying the requirements for partial fulfillment of the degree in Master of Philosophy in Development Studies.

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DEDICATION

This thesis is dedicated to my beloved father

Muhammad Ashraf.

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ACRONYMS

AVG: Average

AACH: Academic Achievement

CGPA: Cumulative Grade Point Average

IIUI: International Islamic University, Islamabad

JP: Job Prospects

MLR: Multi Linear Regression Model

MAX: Maximum

MIN: Minimum

NOP: No other Option

OSRA: Other Study Related Activities

PIDE: Pakistan Institute of Development Economics

QAU: Quaid e Azam University

SABI: Student Ability

SI: Subject Interest

SLE: Social Life Enjoyment

SMOT: Student Motivation

SP: Social Pressure

SECB: Socio Economic Background

TMNG: Time Management

USFTS: Useful to the Society

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ABSTRACT

The purpose of this study is to investigate the relationship of time management and academic achievement in higher education institutions in Islamabad. The target population was students of economics Department in final year. A close ended questionnaire was used for collection of data. Students were unit of data collection. The study is based on quantitative approach. Data analysis was done through descriptive statistics to obtain the quantitative results, using the tabulation and frequencies and percentage units. The study has also used OLS ordinary least square Regression to investigate the influencing factors of academic performance of the students at Higher Education Institutes of Islamabad. The study found that Time management for self-study is positively associated with academic performance but students studying in Groups have opposite and adverse association of time management with academic performance in this case. The study concluded that time management for study related activities are influencing students' academic performance positively and day planning has also significant impact on students' performance if it is specifically for studies related to students course work.

Keywords: Time Management, Academic Achievement, Islamabad

CHAPTER 1

INTRODUCTION

1.1 Introduction

Time is a priceless resource. Time never comes back once it is used. There are countless things we want to do and we have to do in this competitive life. We cannot control the time but we are capable to decide how we consume it and those who do not allocate their time effectively in private and business life, it will result in unhappiness and failure (Mercanlioglu, 2008).

Time management is very important in individual's life. It teaches people how to manage their lives and time effectively. Time plays significant role in the life of students. It is important for students to manage time in their daily activities (Abban, 2011). Most of the university students complain about lack of time when an assignment is assigned to them and they become upset and do not complete it before the last date while others have a lot of time for fun with their friends and they complete their assignments in time because they are excellent in managing their time. Efficient time management always results in contentment and satisfaction in daily life.

Aduke (2015) argues that time management is a skill of organizing, planning, arranging and accounting one's time for creating more productivity and efficient work. It depends on priorities how one's allocate and distribute the time between competing demands as we cannot store time for future and it can never be increase or decrease from 24 hours. In addition Chaturvedi (2016) argues that time allocation especially for university student is quite essential because it will help to increase their productivity and grades. Mostly students face problems such as uncertainty and task aversion and they start to delay or postpone due to the lack of good management skills

and as a result they will be unfocused because they do not manage their tasks according to their importance. Students should not only know about time management skills but also apply as it is one of the best sources of higher GPA.

Khanam et al. (2017) quotes Aduke (2015) that academic achievement is the outcome of education and it is generally measured by periodic assessment or examinations but there is no common agreement on how it is best tested or which aspects are more important.

Time allocation for students includes setting goals according to their major assignments and projects. Effective time management skills lead to higher academic performance. In view of Druker (1994) we must know that where we spent our time first and we need to prioritize our most important works or projects and make sure we create sufficient time to complete these projects according to their importance.

Aduke (2015) further argued that when we prioritize our tasks it can make work and studying more pleasant and less overwhelming. Academic pressure occurs because of inefficiencies, anxiety or when students take the stress of studying for exams and getting less sleep. Nonis et.al (1998) also argues that good time management skills reduce the worry and stress of students and also increase their productivity and grades. So time management is a necessity. Some people are good time managers but not everyone. All have to learn time management skills and to get achievement applied not only in student life but also in whole schedule. According to Claessens et al. (2005) time management is possible thorough performance and motivation, ability and self-motivation.

Several empirical studies show that academic achievement is influenced by time management. Sevari and Kandy (2011) argue that despite of knowing the influence of

time management on academic achievement, students do not give importance to this relationship. Grades in higher institutions are mostly determined by the completion of some tasks such as assignments and deadlines. Also grades depend on the quality of effort used to complete the tasks. Kaushar (2013) argues that time management also help the authorities of higher education institutions to make cost effective educational policies.

Effective time management is required for students during their academic and professional life. This study deals with the relationship of student's time management and academic achievement in higher educational institutes of Islamabad. The researcher is interested to investigate the relationship between student's time management and academic performance in selected higher education institutes (Quaid-e-Azam University, Pakistan Institute of development economics and Islamic International University Islamabad) of Islamabad, Pakistan.

1.2 Statement of Problem

Time management is an important factor for students and also for higher educational institutions employees for better performance. Students face different problems regarding time management because it can directly affects their academic achievements. The policy tools regarding the time management at university level both for students and employees are silent from many years. It is quite plausible to identify the important factors at personal and institutional level, which contributes to improve the policy tools regarding institutional time management at institute level.

1.3 Research Objectives

The study will peruse the following objectives:

a) To determine the students' preferred area during managing their time.

b) To find how much time students spend on study and other study related activities.

c) To check the relationship between time management and students' academic performance.

1.4 Research Questions

While exploring extensive literature on time management and student academic achievement a number of questions attain social attention that needs clear clarification in societal context. Proposed study will seek Student time allocation and academic Achievement, address the following queries:

a) What is the students preferred area during managing their time?

b) How much time students spend on study and other study related activities?

c) What is the relationship between time management and students' academic performance?

1.5 Research Significance

This study aim to investigate the time management and factor influencing student time management of students are University level. The study is important for policy implication regarding student's time management, which is expected to frame the students time for positive change in their academic performance.

1.6 Key Terms

1.6.1 Time management

Time management is a process of determining objectives, prioritizing and planning to achieve these objectives. Claessens et al. (2007) defines time management as "behaviors that aim at achieving an effective use of time while performing certain goal directed activities".

1.6.2 Academic Achievement

Kpolovie et.al (2014) defines academic achievement as outcome of education through which teacher, student, curricular and educational institution achieved their educational goals. Academic achievement can be measured through examinations such as knowledge which students have learnt and academic achievement also used interchangeably with academic performance in every formal higher institute. In this study Academic Achievement is used as (CGPA) grades of the students.

1.6.3 Student Academic Motivation

Gottfried et al. (2001) defines motivation is the willingness and contribution of the student to learn and obtain high academic achievement that can help them in future in their professional carrier. Motivation is the determination, direction and aim directed behavior of an individual. Student motivation is important for their high academic achievement and success. It depends upon their personal experiences and desire to contribute in the learning process. Motivation may be intrinsic motivation or extrinsic motivation. In this study extrinsic motivation is used. Extrinsic motivation refers to behavior that is driven by external rewards such as money, fame, grades, and praise. This type of motivation arises from outside the individual (Haider et.al, 2015).

1.6.4 Student Academic Ability

According to Carroll (1993) ability describes the characteristics of human individual. Ability can be viewed as attributes to the degree that it shows some amount of performance or stability. Scheffler (1985) also defines ability as a kind of potential or performance. In this study researcher used the student ability as student potential for performance.

1.7 Thesis Outline

This research is divided into five chapters: First chapter is about introduction in which statement of the problem, research objectives, research questions, research significance and key terms has been discussed. Chapter two provides the literature review of previous studies. In chapter three data and methodology, units of data collection, sampling, theoretical framework, model specification, are described in detail. Chapter four described the results and discussion. Finally, the chapter five discussed the conclusion and recommendations.

CHAPTER 2

REVIEW OF LITERATURE

The objective of review of literature is to review the past work on student time management and academic achievement. It fulfills the requirements of the research question and objectives.

Grave (2011) conducted a study of student time allocation and their effect on undergraduate student's grades. She examined other ways to achieve high academic performance. The study found those students achieve higher grades that have high GPA in high school, attending classes and students of social sciences or engineering sciences. Spending significant time in studying and also working as teacher assistant or tutor have positive effect on grades for all students. However, to serve as teacher assistant and attend all classes needs a high level of motivation achieved by the role of time allocation. In addition Ogundipe & Falade (2014) also investigated the influence of student's time allocation and academic achievement by focusing on time consumed by students on self-study, course attendance, and seminars attendance or involvement in student work groups. Results indicate that seminars, attending courses and self-study are positively associated with academic performance.

Miqdadi et al. (2014) investigated the relationship between time management and academic performance of students by considering procrastination, work load pressure, distraction and disorganization as important factors. Data was collected mainly by male students in the Petroleum Institute in Abu Dhabi. The study found successful students are good time managers.

George et al. (2008) examine the factors associated with academic achievement of undergraduate students. They find that among these factors, time management is

most influential factor of academic achievement and significantly correlated with success. Ali et al. (2013) also determined the factors affecting academic performance of students. Students grades are used as dependent variable while age, gender, schooling, teacher faculty, tuition trend, daily study hours, parents socio-economic background, medium of schooling, residential area and accommodation trend are used as independent variables. The study found that the daily study hour; socio-economic status has significant relationship with academic performance.

Khanam et al. (2017) analyzed the effect of student time management on academic achievement of Odisha medical college students. A cross sectional study was done by focusing on students time attitudes, short run and long run planning. The study concluded that students with effective time management achieve high grades and those who do not manage their time effectively achieve low grades. Only one third of the students set their plans and works according to their priorities while majority of the students do not plan and always spend their time without planning. Nasrullah & Khan (2015) analyze how effectively students allocate their time for successfully achieving academic standards data was collected by the students of science and technology in Qurtuba University in Peshawar. The Result indicates positive and significant relationship between time management, time planning and students success while there is a low but positive relationship exists between academic achievement and time consumers. The study concluded that students who do not manage their time are very poor in academic achievement.

Zulauf & Gortner (2000) conducted a time diary survey at Ohio State University and a designed questionnaire was used to measure individual time management behavior. They concluded that time management behavior has positive relationship with GPA. Rai (2016) found that the ratio of the students is very low who work at their time and

these students perform very well than those who do not manage their work according to their time. Oyuga (2016) study the relationship of time management and academic achievement between orphaned students of secondary schools at Kenya. The result of the Pearson correlation coefficient shows time management highly positive correlated with time management.

Al Khatib (2014) examined the relationship between time management, perceived stress, gender and academic achievement among United Arab Emirates college students. The findings of the study showed negative relationship between time management and perceived stress. Female students reported higher time management than male students. Pehlivan (2013) also determined the influence of time management skills on student's grades. The study shows that the students of Karadeniz technical institute have moderate level time management. With respect to gender variable, females are good time managers and they have high grades than male students. Misra & Mckean (2000) investigated the interrelationship among time management, academic stress, anxiety and leisure satisfaction among University undergraduates by age and gender. Results of the study showed that time management had greater effect on academic stress than leisure satisfaction activities. Female students had more effective time management behaviors compared to their males counter mates, but they also face anxiety and higher academic stress while males enjoyed more than females from leisure activities.

Bratti & Staffolani (2013) found the impact of lecture attendance and self-study on the academic achievement of undergraduate students. They developed a simple theoretical model of student time allocation between self-study, leisure and lecture attendance and found a positive relationship among time spent on self-study and lecture attendance. By using the data from 1998 to 1999 of undergraduate students at

Marche Polytechnic regression results show that only lecture attendance is positively significant with performance of quantitative courses such as mathematics and economics and it becomes insignificant for most courses.

Cyril (2014) studied that how time management is related to academic achievement of higher secondary school in Natham, Dindigul District using a student survey method. According to him time management significantly correlated with academic achievement. Plant et al. (2005) studied whether the quantity of time is significant factor of academic performance. This research was conducted at Florida State University by using student survey. The study shows that the amount of study time is only a strongest factor of GPA, while quality of study time such as good time planning and study environment was also taken into concern. Results indicate that good time planning and academic performance have significant relationship.

2.1 Summary of Literature and Research Gap

Many studies have examined the factors affecting students' academic performance. Many authors have examined the time management and students' academic performance in schools. With respect to previous theoretical and empirical research, there are few studies, from Pakistan, which found the time management and students' academic performance in higher institutes.

Most of the authors find time planning and self-study are the main factors of achieving higher grades. Furthermore, another factor which is positively affected the students' academic performance is lecture attendance. Very few studies highlighted the impact of student ability, social life enjoyment and subject interest on academic performance. This study specifically fills the location gap by conducting the study in Islamabad higher education institutes.

CHAPTER 3

DATA AND METHODOLOGY

This chapter provides an overview of methodology, data collection, sample that is taken for the research, the sources of data collection, theoretical framework and model specification and locale.

3.1 Methodology

Kothari (2004) described Methodology as all methods and techniques used in research process in a systematic way to find answers for research question. This research has utilized quantitative research strategy to investigate the research problem by considering the research objectives. According to Nayak (2015) "Quantitative research is the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomenon". Researcher has used this methodology because the methods used in this research are highly structured and consistent during data collection. Results have been analyzed statistically.

3.2 Data collection

In order to analyze research objective, the researcher has collected primary data from students for important variables like: time management and academic achievement along with some other important influencing factors such as academic motivation, student ability and socio-economic status. The primary data was collected through close-ended questionnaire based on five-point likert scale as Yes/No/Agree/Disagree.

3.3 Units of Data Collection

According to Singh (2006) Units of data collection are the resources to get information related to the research topic. It can be objects, entities, individuals or

groups .For the current study units of data collection are the students of specific universities[1] in Islamabad. Students are source of information in current study.

3.4 Target Population

This study is conducted by using a target population of students of International Islamic university Islamabad, Quaid-e-Azam University and Pakistan Institute of Development Economics. The target population was 196 students, in which 80 were students of Quaid-e-Azam University, 86 from International Islamic university Islamabad and 30 were from Pakistan Institute of Development Economics.

3.5 Sampling

Sample is a subgroup of population and it will be taken from universe or populations for investigating the purpose. Sample represents the population as a whole so we generalized our finding and draw conclusions about populations from sampling (Singh, 2006).In this research, Simple random sampling has been used during fieldwork.

3.5.1 Sampling Technique

Simple random sampling is a type of probability sampling to select a random sample. In simple random sampling each unit has equal chance of inclusion in sample (Kothari, 2004). In this type of sampling firstly there is a need to identify all elements in whole population. Secondly there is need to decide the sample size and then finally sample is selected by using computer programs or listing on sheets to select respondents in a way that every respondent has the equal chance to be the part of selected sample. This study employed simple random sampling to collect the data

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[1] Specific Universities are QAU, PIDE and IIUI

from the students of economics department of specific universities (QAU, PIDE and IIUI).

3.5.2 Sample Size

The sample consisted of 196 students of 7th semester from Quaid e Azam University and International Islamic University and MSc 3th students from Pakistan institute of Development Economics. However, only 171 questionnaires were correctly filled and returned. So, the final sample size of this study remains 171.

3.6 Research Methods

According to Sarantakos (1993) it is a method of research to make a right connection between researcher and respondent and choose those methods through which relevant information is gathered. For this researcher has to study all those methods which are relevant to the research topic. Research methods are all those methods and techniques which are used to collect data and information. A structured questionnaire is used for this study to collect the data.

3.7 Questionnaire

Singh (2006) discussed Questionnaire is a research tool containing a set of questions to get the information from respondents in a standardized way. It includes a list of questions related to the research topic and also includes clear instructions about answers. Questionnaire may be structured and unstructured. Structured questionnaire consist of concrete, definite and direct questions whereas unstructured questions contain partially completed questions.

In this study, the researcher developed a structured questionnaire and distributed to the target respondents. Questionnaire was divided into the sections. First section of the questionnaire includes the personal information of the respondents and other

sections contain information about variables time management, socio-economic status, academic motivation and student ability.

3.8 Theoretical Framework

The theoretical framework which is used to examine the productivity relationship is the educational production function. In this study Production Function Approach (PFA) is used. PFA has a genesis of economics. PFA model is used to study maximum quantity of an output that can be produced using various combinations of inputs (Gordon, 2007). It is mainly about the transformation of input into output of goods and services. PFA is used in modeling the factors influencing student academic performance. Other researchers also used this approach to study the academic performance of students. Tangaraju et al. (2013) and Nahar & Arshad (2014) also used the Production function approach in study of academic performance. The PFA is used in this research to check influence of time management on academic achievement of students. Student academic achievement is taken as to be the output and independent variables such as time management, student ability, academic motivation and student socioeconomic background are taken as inputs. This study used the following production function.

3.9 Model Specification

In this study, an expanded educational production function is used as stated below,

$$AACH= F (TMG, ABI, MOT, SECB)$$

While based on the education production function Multi Linear Regression (MLR) model is used in this research. It is used to explain the relationship between one dependent variable and two or more independent variables. In this study, MLR checks the relationship between multiple variables that affect academic performance.

It is used to measure the relationship of time management, student ability, student academic motivation and socioeconomic background, which effects academic performance. MLR checks the strength of relationships for the overall regression model.

As for this research, the specific multiple linear regression equation is following

$$AACH = \alpha + \beta 1\ (AG) + \beta 2\ (GEN) + \beta 3\ (MSTS) + \beta 4\ (NOCH) + \beta 5\ (DPLN) + \beta 6\ (SLST) + \beta 7\ (SWGR) + \beta 8\ (JHOL) + \beta 9\ (MEDU) + \beta 10\ (SINT) + \beta 11\ (SLENJ) + \beta 12\ (GMAR) + \beta 13\ (PIDEST) + \beta 14\ (IIUIST) + e_t \dots\dots\dots\dots\dots eq\ no\ 3.1$$

In this equation,

AACH is dependent variable represents academic performance which is taken as grades (CGPA) of the students.

AG is the age of the student, which is taken in number of years.

GEN is the gender of the student, which means that if the person is male takes value 1, otherwise zero.

MSTS represents martial-status of the student, which means if person is married take value 1, otherwise zero.

NOCH represents the number of children this person has.

DPLN represents day planning, which means that if the person plans his/her day take value 1, otherwise zero.

SLST represents self-study, which measure that how much hour's students spent on self-study per week.

SWGR represents students work groups which, measure how much hours students spent on work group study per week.

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JHOL represents job holder, which measure whether the students are doing a job. If the student is doing a job take value 1, otherwise zero.

MEDU represents mother education, which measure the educational background of the mother in number of years. If the mother of a student is uneducated, she takes zero as code and if she has passed one class she takes 1 as code and if she has passed primary education gave number 5 as code because of 5 years education and if she has passed matriculation gave number 10 and if her qualification is intermediate gave number 12. If she has passed B.A gave number 14 and gave number 16 if she has MSc degree. If the mother of respondent is doctor gave code 17 and if she is MPhil gave number 18 and gave number 23 to a PhD holder.

SINT represents subject interest that measure whether the main reason of going to University is the student special interest in the subject. If the person is interested in the subject, takes value one otherwise zero.

SLENJ represents social life enjoyment that measure whether student is going to University to enjoy the social life only. If the student is going to University because he/she can enjoy social life take vale 1, otherwise zero.

GMAR represents the Gat marks of the students, which measure the student ability we have taken this indicator as student ability in this study.

PIDEST represents the students of Pakistan Institute of Development Economics, which are taken as institutional dummies if the student from Pide takes value 1, otherwise zero.

IIUIST represents the students of International Islamic University, Islamabad, which are taken as institutional dummies if the student from IIUI takes value 1, otherwise zero.

3.10 Locale

The locale of my research is higher education institutes (Pakistan Institute of Development Economics, International Islamic University, Islamabad and Quaid-i-Azam University) located in Islamabad. The reason behind choosing these three Universities is that these Universities are more competent and top ranked in Islamabad. Islamabad is also called Islamabad capital Territory. As per census of 2017, the total population of Islamabad is 2,006,572 (Pakistan Bureau of Statistics). In population wise Islamabad is 9th largest city of Pakistan. Islamabad has the highest literacy rate in Pakistan at 88% .There are a large number of public and private sector educational Institutes in this city. The higher education institutes in the capital are either federally administered by private organizations and mostly are recognized by the Higher Education Commission of Pakistan. The Rationale of this locale is that the capital city in which, the implementation process is very fast and quick. The quality and structure of education in Islamabad is quite better as compared to other cities of Pakistan. People living in Islamabad are having different and modernized living standards and better awareness of education.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 Introduction

This chapter includes results of the study, which are estimated from data, which was collected through questionnaire.

4.2 Descriptive Statistics

Descriptive statistics is used to analyze the data which produced frequencies and percentages. Data is presented using figures and tables. Demographic information of the respondents, results and discussions are presented according to the research objectives.

4.3 Demographic Information

The purpose of the study to find students time planning about study and other study related activities and the response of the students is presented using tables and figures preceded by relevant evidence and explanations from previous research related to the study. First section is based on the respondent's demographic characteristics which include: gender, age, language, family income, household size, institute name and academic performance (CGPA).

Table 4.1 Respondents Demographic Characteristics

Descriptive Statistics					
Indicators	N	Minimum	Maximum	Mean	Std. Deviation
Age	171	20.00	25.00	22.1579	1.27588
Household Size	171	3.00	20.00	7.4327	3.13423
Family Income (monthly)	171	10000	500000	97701.75	93038.631

Table 4.1 the demographic characteristics of respondents indicate the average age of respondents is 22.1 years and maximum age of the respondents is 25 and minimum age is 20 years. The respondents of this study are university students. The maximum number of household members of our respondents is 20 members in a single household and minimum family members are only 3 persons in a single household. There are only 4 respondents, whose Maximum family income is 500,000. Maximum income holders are business men. Minimum per month income of the respondent family is only 10,000 PKR. Minimum income holders are retired government employ; they receive 10k as pension amount. Average monthly income of the respondent's family is 97701 PKR in our case.

Table 4.2 Gender and Marital Status of the Respondents

Variable name		Frequency	Percentage	Cumulative Percent
Gender	**Male**	93	54.4	100.0
	Female	78	45.6	45.6
Marital Status	**Married**	4	2.3	100.0
	Unmarried	167	97.7	97.7
Total		171	100.0	

Table 4.2 shows the gender and marital status of the respondents. From the table above, most of the respondents are male which consist of 54.4 percent (93 respondents) and female respondents consist of 45.6 percent (78 respondents). Marital status of the respondents shows that, unmarried has the highest percentage 97.7 percent (167 respondents) and married has the lowest percentage 2.3 percent (4 respondents).

Table 4.3 Language of Respondents

Languages	Frequency	Percent	Cumulative Percent
Urdu	62	36.3	36.3
Punjabi	29	17.0033	53.2
Sariki	4	2.30	55.6
Sindhi	7	4.10	59.6
Pushto	57	33.300	93.0
Balti	9	5.3	98.2
Kashmiri	3	1.8	100.0
Total	171	100.0	

Table 4.3 above shows the language of respondent's, which indicate that, the highest percentage of respondents 36.3 percent is Urdu speaking. The percentage of Pushto is 33.3 percent. Punjabi speaking are 17.0 percent. While respondents of Balti language are 5.3 and of Sindhi are 4.1 percent. The lowest percentage, which is1.8 percent, is Kashmiri speaking. Followed by these the percentage of Sariki is 2.3 percent. These universities are in capital city Islamabad so there are students from every culture and language.

Table 4.4 Respondents with Institute Names

Institute Name	Frequency	Percent	Cumulative Percent
Islamic International	76	44.4	44.4
PIDE	27	15.8	60.2
Quaid-e- Azam	68	39.8	100.0
Total	171	100.0	

Above table shows that the percentage of International Islamic University students is higher, this is 44.4 percent. The reason behind this is the high strength of students in classes and there are also separate classes of boys and girls. The share percentage of Quaid -e- Azam University students is 39.8 percent in total respondents while the share percentage of Pakistan Institute of Development Economics is 15.4 in total respondents.

Table 4.5 Job Holding Status

Doing Job	Frequency	Percent	Cumulative Percent
No	152	88.9	88.9
Yes	19	11.1	100.0
Total	171	100.0	

Table 4.5 shows the status of job holder respondents. According to this table 88.9 percent respondents are not doing jobs because in BS they have more family support and a lot more subjects to study on regular basis. While only 11.1 percent students are jobholders. Most of these students are working at night shifts with different organizations.

Table 4.6 Previous Degree Grades of Selected Respondents

Grades	Frequency	Percent	Cumulative Percent
A	94	55.0	55.0
B	66	38.6	93.6
C	11	6.4	100.0
Total	171	100.0	

Table 4.6 above shows the respondent's grades in previous degree. According to this table the highest number of students 55.0 percent has 'A' grade. The reason behind that these universities are more competent and top ranked in Islamabad. While 38.6 percent students has 'B' grade and only 6.4 percent has 'C' grade.

Table 4.7 Respondents Father Occupation

OCCUPATION	Frequency	Percent	Cumulative Percent
Private Job	21	12.3	12.3
Government Job	81	47.4	59.6
Own Business	49	28.7	88.3
Agriculture	11	6.4	94.7
Other	9	5.3	100.0
Total	171	100.0	

According to the above table 4.7 the most of respondent's father have Government jobs, which are 47.4 percent. While 28.6 percent have their own business and only 6.4 percent are related to agriculture. The others are very less number which is unemployed.

Table 4.8 Respondents Mother Occupation

Occupation	Frequency	Percent	Cumulative Percent
Housewife	147	86.0	86.0
Government Job	22	12.9	98.8
Private Job	1	.6	99.4
Own Business	1	.6	100.0
Total	171	100.0	

Above table show the respondents mother occupation who participated in the study. The highest percentage of respondents mother, which is 86.0 are housewife. Most of the mothers are housewives because they are illiterate. While 12.9 percent are doing Government jobs. The lowest percentage is doing private job and own business which are of only 2 respondents mother.

Table 4.9 Comparison of Previous degree grades

Indicators	(IIUI) N = 76		(QAU) N = 68		(PIDE) N = 27	
Grades	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
A	27	35.5	52	76.5	15	55.6
B	40	52.6	14	20.6	12	44.6
C	9	11.8	2	2.9	0	0

IIUI= International Islamic University, Islamabad, QAU= Quaid-e-Azam University, PIDE= Pakistan Institute of Development Economics

Above table 4.9 shows the previous degree grades of the respondents, which he/she obtained in the previous degree. According to this table the highest number of students of QAU University, which are 76.5 percent, has 'A' grade. While lowest number of students of IIUI 35.5 percent has 'A' grade holder. The 'B' grade holder students of IIUI have highest percentage 52.6 percent and lowest percentage of QAU University students have 'B' grade. The students of IIUI also have highest percentage of 'C' grades, which are 11.8 percent, while 2.9 percent students of QAU University and 0 student of PIDE has 'C' grade.

Table 4.10 Time Management and Academic Performance

Indicators	Islamic International			Quaid-e-Azam			Pide		
	MIN	AVG	MAX	MIN	AVG	MAX	MIN	AVG	MAX
Self-study	0	2.28	8	0	2.41	10	0	1.8	4
Study groups	0	1.14	5	0	.94	6	0	1.29	5
OSRA	0	1.49	6	0	1.47	6	0	1.81	10
GAT marks	0	3.18	6	1	5.35	8	1	3.74	7
CGPA	2	3.18	3.90	2	3.76	4	2.40	3.34	3.92

MIN= minimum AVG= average MAX= maximum OSRA = Other Study Related Activities

According to the above table Quaid-E-Azam University students spend maximum time 10 hours per week on self-study in comparison with Pakistan institute of development economics and International Islamic University Islamabad students. The students of Quaid-E-Azam University also spend maximum time which is 6 hours on group study and students of Pakistan institute of development economics and Islamic international University spend same amount of time 5 hours per week. The students of Pakistan institute of Development Economics spend maximum time which is 10 hours on other study related activities. They attend the seminars and conferences organized by Pakistan institute of development economics. While students of Quaid-E-Azam and International Islamic university spend same amount of time 6 hours per day on other study related activities. Quaid-E-Azam University students got highest marks 8 out of 9 in comparison with PIDE and IIUI. Students of QAU also have higher CGPA 4.00 out of 4.00 as PIDE students have 3.92 and IIUI students have 3.90. Because they spend more time on self-study and group study as compared to PIDE and IIUI.

Table 4.11 Time Management

	(IIUI) N = 76				(QAU)N = 68				(PIDE) N = 27			
Indicators	**Frequency**		**Percentage**		**Frequency**		**Percentage**		**Frequency**		**Percentage**	
-----------	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
T.A or tutor	13	63	17.1	82.9	8	60	11.8	88.2	2	25	7.4	92.6
Job holder	6	70	7.9	92.1	8	60	11.8	88.2	5	22	18.5	81.5
Day planning	43	33	56.6	43.4	33	35	48.5	51.5	13	14	48.1	51.9

IIUI= International Islamic University, Islamabad, QAU= Quaid-e-Azam University,

PIDE= Pakistan Institute of Development Economics

Above table 4.11 shows that students of IIUI, which are 17.1 percent, are teacher assistant or tutor. While 11.8 percent students of QAU and only 2 students of PIDE, which are 7.4 percent are teacher assistant or tutor. In combine data set of all the respondents from three universities, there are only 23 students, which are 13.5 percent, who, are working as teacher assistant and tutor. According to the job holder results highest number of student of PIDE 18.5 percent are doing job and then in QAU 11.8 percent and lowest percentage of IIUI students are jobholders. In combine data set of all the respondents from three universities, there is a lowest percentage, which is 11.1, who is doing a job. The 56.6 highest percentage of students in IIUI plan the day before the start of it. While 51.5 percent students of QAU and 48.1 students from PIDE do time planning. In combine data set of all the respondents from three universities, there are 89 students, which are 52.0 percent, who, plan their day.

4.3 Pearson Correlation

The study has applied Pearson correlation to check the correlation between academic performances with different variables. The table of correlation on the next page indicates the positive and significant correlation among self- study and academic achievement, which means that the students who do the self-study get higher academic performance. Day planning has positive correlation with academic performance, but other study related activities has negative relationship with academic performance. It shows that if students spend time on other activities, they get lower academic score. Self-study has also positive and significant correlated with day planning, which means that the students who plan their day for study gets higher academic performance.

Table 4.12 Time Management

		CGPA	DAY PLANNING	OSRA	SELF-STUDY
		Correlations			
CGPA	Pearson Correlation	1	.014	-.025	.172[*]
	Sig. (2-tailed)		.851	.748	.025
	N	171	171	171	171
DAY PLANNING	Pearson Correlation	.014	1	.144	.228[**]
	Sig. (2-tailed)	.851		.060	.003
	N	171	171	171	171
OSRA	Pearson Correlation	-.025	.144	1	.113
	Sig. (2-tailed)	.748	.060		.143
	N	171	171	171	171
SELF-STUDY	Pearson Correlation	.172[*]	.228[**]	.113	1
	Sig. (2-tailed)	.025	.003	.143	
	N	171	171	171	171
*. Correlation is significant at the 0.05 level (2-tailed).					
**. Correlation is significant at the 0.01 level (2-tailed).					

OSRA= other study related activities

Table 4.13 Academic Motivation

Correlations		CGPA	SI	USFTS	NOP	JP	SLE	SP
CGPA	Pearson Correlation	1	-.108	.012	-.027	.050	-.174*	-.061
	Sig. (2-tailed)		.160	.878	.726	.518	.023	.431
	N	171	171	171	171	171	171	171
SI	Pearson Correlation	-.108	1	.356**	-.251**	.128	.120	-.008
	Sig. (2-tailed)	.160		.000	.001	.096	.118	.915
	N	171	171	171	171	171	171	171
USFTS	Pearson Correlation	.012	.356**	1	-.161*	.242**	.212**	-.024
	Sig. (2-tailed)	.878	.000		.036	.001	.005	.752
	N	171	171	171	171	171	171	171
NOP	Pearson Correlation	-.027	-.251**	-.161*	1	-.042	.052	.235**
	Sig. (2-tailed)	.726	.001	.036		.587	.497	.002
	N	171	171	171	171	171	171	171
JP	Pearson Correlation	.050	.128	.242**	-.042	1	.166*	.198**
	Sig. (2-tailed)	.518	.096	.001	.587		.030	.010
	N	171	171	171	171	171	171	171
SLE	Pearson Correlation	-.174*	.120	.212**	.052	.166*	1	.111
	Sig. (2-tailed)	.023	.118	.005	.497	.030		.149
	N	171	171	171	171	171	171	171
SP	Pearson Correlation	-.061	-.008	-.024	.235**	.198**	.111	1
	Sig. (2-tailed)	.431	.915	.752	.002	.010	.149	
	N	171	171	171	171	171	171	171
*. Correlation is significant at the 0.05 level (2-tailed).								
**. Correlation is significant at the 0.01 level (2-tailed).								

SI= subject interest, USFTS= useful to the society, NOP= no other option, JP= job

prospects, SLE= social life enjoyment, SP= social pressure

The above table of correlation shows that subject interest, social pressure and social enjoyment and no other option than study has negative correlation with academic performance (CGPA), which shows that these variables has not much effect on students' academic performance in these institutions and these are not the reason of motivations for students. While job prospects and useful for the society is positive correlation with academic performance. It shows that students in higher institutions are motivated to get jobs and to serve the society.

Table 4.14 Academic Ability

Correlations			
		CGPA	**STUDENT ABILITY**
CGPA	Pearson Correlation	1	.137
	Sig. (2-tailed)		.074
	N	171	171
STUDENT ABILITY	Pearson Correlation	.137	1
	Sig. (2-tailed)	.074	
	N	171	171

In the above table of student ability correlation with academic performance, the results show that student ability is positively correlated with academic performance. It means that higher ability students get higher academic performance.

Table 4.15 Socioeconomic Background

		CGPA	FAMILY INCOME	MOTHER EDUCATION	FATHER EDUCATION
Correlations					
CGPA	Pearson Correlation	1	.004	.105	.071
	Sig. (2-tailed)		.958	.171	.356
	N	171	171	171	171
FAMILY INCOME	Pearson Correlation	.004	1	.271**	.222**
	Sig. (2-tailed)	.958		.000	.003
	N	171	171	171	171
MOTHER EDUCATION	Pearson Correlation	.105	.271**	1	.531**
	Sig. (2-tailed)	.171	.000		.000
	N	171	171	171	171
FATHER EDUCATION	Pearson Correlation	.071	.222**	.531**	1
	Sig. (2-tailed)	.356	.003	.000	
	N	171	171	171	171
**. Correlation is significant at the 0.01 level (2-tailed).					

In the above table of correlation family income is positively correlated with academic performance. Father education and mother education also have positive correlation with academic performance. Family income is significantly correlated with mother and father education the reason behind is that if both are educated and they may be doing jobs and they will efficiently manage the family income.

Table 4.16 Empirical Results

ANOVA					
Model	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
Regression	8.079	14	.577	3.864	.000[b]
Residual	23.298	156	.149		
Total	31.377	170			

Coefficients					
Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
	B	**Std. Error**	**Beta**		
(Constant)	2.228	.580		3.844	.000
AGE	.047	.026	.140	1.819	.071
sGENDER	-.351	.068	-.408	-5.158	.000
MARITAL_STATUS	-.040	.381	-.014	-.104	.917
NO. OF CHILDREN	-.196	.184	-.143	-1.070	.286
DAY PLANNING	.895	.077	.615	2.967	.003
SELF-STUDY	.050	.018	.202	2.734	.007
WORK GROUPS	-.028	.025	-.083	-1.152	.251
JOB HOLDER	.018	.098	.013	.179	.858
MOTHER EDUCATION	.006	.005	.089	1.208	.229
SUBJECT INTERSET	.332	.030	.081	2.057	.022
ENJOY SOCIAL LIFE	-.043	.025	-.125	-1.730	.086
GAT_MARKS	.044	.021	.184	2.140	.034
PIDE STUDENTs	.288	.099	.245	2.910	.004
IIUI STUDENTs	.087	.085	.101	1.023	.308

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.507[a]	.257	.191	.38645

4.4 Interpretation

To estimate the production function, it is important to include the influencing factors of student's performance. This study has followed the methods of previous studies. The results show that CGPA is dependent variable of this study that is explained by number of independent variables. The study shows that age is positively associated with CGPA of student, which indicates that increase in age will lead to increase in CGPA. The relationship between said variables is statistically significant with P value less than 0.05.

The study found that CGPA is negative and significantly associated with Gender, which indicates that female students have higher CGPA as of male students comparatively. These results are similar with previous studies. Hadii & Fagroud (2018) study observed that nowadays female students get higher grades than male students in all the categories of the subjects. Sheard (2009) also found female significantly outperformed their counterparts in academic achievement. Marital status is negatively associated with getting CGPA, which means if the person is married there are less chances of getting higher CGPA. Married person is more busy, high responsible and Due to increasing responsibility of home activities, students cannot easily manage study but the relationship is statistically insignificant in our case. No of children is negative and insignificantly associated with CGPA. Day planning is positive and significantly associated with CGPA which means that if a person plans his day he has higher chance of getting higher CGPA. Self-study is positive and significantly associated with GPA, which indicates that if 1 hour per day increases in self-study increases .050 in CGPA. These results are related with the past studies by Zulauf & Gortnet (2000) and Mercanoilglu (2010) who found that self-study planning and students with good time management have higher grades.

Students work groups is negatively associated with CGPA, which, indicates that if a student spent time in work groups he has less chance of getting higher CGPA. Job is positive but insignificant associated with GGPA. Mother education is also positive and insignificantly associated with CGPA because in our case mostly mothers are housewives even being educated. Subject interest is positive and significantly associated with CGPA, which means that if a person is interested in the subject he has higher chance of getting higher CGPA. The result is same to previous study of Koller et.al (2001) which found that achievement affected interest, high achievement students show more interest than low achievers students.

Social life enjoyment is negative and significantly associated with CGPA, which means that students in our case don't compromise on their social life enjoyment. Umar et.al (2010) study found excessive involment of students in social enjoyment activities has negative effect on their academic performance. Haider et.al (2015) found positive and significant relationship among social enjoyment and academic performance. They found that those students who compromise on their social life enjoyment and they perform academically better.

According to results GAT marks has positive relationship with CGPA. In our study GAT marks are used to measure the student ability. Chemers et al. (2001) study found that academic ability is significantly and directly related to academic performance and academic expectations. The results of institutional dummy of PIDE students that shows positive association with performance, if the person is a student of PIDE take value one otherwise zero indicates that being a student PIDE might give the person privilege to achieve higher academic performance. However, the academic performance and institutional dummy for Islamic internal university is not statistically significant but the sign is positive.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter outlines conclusions and recommendations of the study, which could improve the academic performance in higher institutions.

5.2 Conclusion

The present study was an attempt to check the relationship of time management and academic performance by using CGPA as dependent variable and time management, academic motivation, student socio economic background and student ability as independent variables. This study came up with main conclusions as follows. The study found that female student's academic achievement is higher than male students in Higher Education institutes. In fact, as it has been observed in the data used, female students are good time managers and they spend more time on self-study and they get good grades.

Our study concluded that high number of students at IIUI plan their day in comparison with QAU and PIDE and day planning has significant effect on CGPA, which indicates that students plan their day for study. A self-study and study group has greater effect on CGPA. QAU students spend maximum time on self-study and study groups they have higher CGPA in comparison with PIDE and IIUI. It means that planning of study time like self-study and group study lead to higher academic result. PIDE students spend maximum time on seminars and conferences, which shows that in comparison to QAU and IIUI students of PIDE are more active to attend the seminars and conferences organized by the Institute. Mother education also doesn't affect academic performance of students of higher institutions. Mother

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education and academic performance has insignificant relationship. Subject interest has significant relationship with academic performance. Student's ability has positive significant relationship with CGPA. It is important to enhance students' abilities on school and college level to make to able to get good grades at university level.

5.3 Recommendations

Parents and teachers should be encouraged to monitor individual time management of their children or students and daily progress regarding completion of study assignments and comprehension, across the curricular spectrum of their children and students. These efforts may help parents and their children to identify and can take time management decisions that are facilitating good academic achievement. Students should be restricted from extra enjoyment through indulging them in more assignments and tests on weekly basis, where enjoyment of social life has negative affect on student's marks and academic performance.

It is very important to hold lectures and seminars for students to help them on how to allocate the right time for right subjects to achieve higher academic performance.

The concept and time table of self-study for each and every student should be defined by their choice, which increases their performance on university level. There is a need of providing right opportunity to students to manage their time efficiently and effectively to get higher academic achievement.

5.4 Limitations

Due to time and money constraints this study was unable to collect data from other departments and institutions. Future researchers should collect data from students of all other departments and institutions. They may have totally different perceptions. This will help to cover broader geographical area and large student community by using other institutions. Future researchers must include other variables than these variables used in this study to strengthen the findings.

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APPENDIX: 1

PAKISTAN INSTITUTE OF DEVELOPMENT ECONOMICS (PIDE), QUAID-I-AZAM UNIVERSITY CAMPUS, P.O. BOX 1091, ISLAMABAD, PAKISTAN

Questionnaire for Student Survey

Time Management and Student Academic Achievement in Higher Institutions: A Case Study of Islamabad, Pakistan.

I	Demographic Section
1. Name	
2. Age	
3. Gender	
4. Marital Status	
5. No. of Children	
6. Total number of household	
7. Position of birth	
8. Province	
9. Residential area	
10. Language	
11. Religion	
12. Family income (Monthly)	
13. Year of study	
14. Institute Name	
15. Academic Performance (CGPA)	
16. Marks Obtained	
17. Marks Percentage	

Please tick in or fill as appropriate.

II.	Time Management	
1	Do you plan your day before you start it?	
2	How much time (hours) do you spend on self-study per week?	
3	How much time (hours) do you spend on student work groups or tutorials per week?	
4	How much time (hours) do you spend on other study related activities per week?	
5	Do you work as teacher assistance or tutor?	
6	Are you doing a job?	

III	Socio Economic Characteristics	
1	What is your previous degree grade?	
2	What is your father education?	
3	What is your father occupation?	
4	What is your mother education?	
5	What is your mother occupation?	

To what extent do you agree to the following statements about your study motivation?

IV.	Motivation towards study	
1	I attend university because I have a genuine interest in the subject I am studying. a. Undecided b. Strongly agree , c. Agree, d. Disagrees, e. strongly disagree	
2	I attend university because I want to be more useful to the society. a. Undecided b. Strongly agree , c. Agree, d. Disagrees, e. strongly disagree	
3	I attend university because I don't know what else I would do. a. Undecided b. Strongly agree , c. Agree, d. Disagrees, e. strongly disagree	
4	I attend university to enhance my job prospects. a. Undecided b. Strongly agree , c. Agree, d. Disagrees, e. strongly disagree	
5	I attend university because I enjoy the social life. a. Undecided b. Strongly agree , c. Agree, d. Disagrees, e. strongly disagree	
6	I attend university because others expect me to get a degree. a. Undecided b. Strongly agree , c. Agree, d. Disagrees, e. strongly disagree	

V. General Aptitude Test

ENGLISH

1. I'm _____ pleased with it.

A. much   B. very   C. too   D. none

2. Synonym of kidnap is:

A. Appalling   B. Abduct   C. Renounce   D. All of the above

3. Tick on a word which best describes the word 'Pragmatic'

 A: Practical   B: Pregnant   C: Liar   D: Arrogant

ECONOMICS

4. The fundamental economic problem faced by all societies is:
A. unemployment
B. inequality
C. poverty
D. Scarcity

5. "Capitalism" refers to:

A. the use of markets

B. government ownership of capital goods

C. private ownership of capital goods

D. private ownership of homes and cars

MATHEMATICAL SECTION

6. Which pair of numbers comes next in the following pattern:
   45, 48, 51, 54, 57, 60
   A. 62, 64, 66
   B. 63, 66, 69
   C. 66, 69, 72
   D. 64, 66, 68

7. If 10 people can do a piece of work in 5 days, working 2 hours a day, how long will 2 people take to do the same work, working 5 hours a day:

   A.8
   B.5
   C.10
   D.12

8. A person lost 10% when he sold goods at Rs.153. For how much should he sell them to gain 20%:
   A. Rs. 240
   B. Rs. 204
   C. Rs. 250
   D. Rs. 232

ANALYTIC

Critical reading is a demanding process. To read critically, you must slow down your reading and, with pencil in hand; perform specific operations on the text. Mark up the text with your reactions, conclusions, and questions. When you read, become an active participant.

This paragraph best supports the statement that
   a) Critical reading is a slow, dull, but essential process.
   b) The best critical reading happens at critical times in a person's life.
   c) Readers should get in the habit of questioning the truth of what they read.
   d) Critical reading requires thoughtful and careful attention.

Thank you for taking time to fill this questionnaire.