

The Factors Affecting Time Management Among Year 2 Students at Universiti Malaysia Kelantan, City Campus

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ABSTRACT

Time management is a crucial aspect of living a healthy lifestyle especially for students. Time management entails properly managing time in order to complete daily tasks and feel content with the results. The purpose of this study is to investigate the factors affecting time management among year 2 students at Universiti Malaysia Kelantan, City Campus. The researchers use a quantitative technique and questionnaires in Google Forms to conduct this survey. In the study, the researchers used the Time Management Questionnaire (TMQ) test as to collect the data. A Statistical Package for Social Sciences (SPSS) version 25.0 is used to analyse the data. The findings were summarized to reveal that performance behaviour conduct has the largest correlation factors, followed by academic performance, and social media has the lowest correlation.

Keywords: *Time Management, Performance Behaviour, Academic Performance, Social Media, Student.*

INTRODUCTION

Students will often not manage their time as well as they should in order to reach their goals. Time management is the ability to organise, plan, arrange, and account for one's time in order to increase production and efficiency at work (Aduke et al., 2015). A variety of skills, methods, and approaches used to manage time when completing various tasks, projects, and goals can assist with time management. This process consists of a collection of tasks including planning, goal setting, delegation, time-tracking, monitoring, organising, scheduling, and prioritising. Initially, time management did not refer only to time management, but also to the use of time. Individuals that are competent to manage their time would prioritise the numerous activities they are faced with, focusing their time and attention on the most important ones first.

Time management skills are skills that students in higher education institutions must master in order to effectively manage and control distractions. Without time management, success is impossible to achieve. To obtain effective time management skills, students can use the diary as a guide to establish information and techniques of time boxing to complete the assigned tasks and thus can influence decision making and priorities set (Alvarez et al., 2019).

The following are the objective of the study:

- 1 To investigate the factor of performance behaviour that influences time management among year 2 students at Universiti Malaysia Kelantan, City Campus.
- 2 To investigate the factor of academic performance that influences time management among year 2 students at Universiti Malaysia Kelantan, City Campus.
- 3 To investigate the factors of social media used that influences time management among year 2 students at Universiti Malaysia Kelantan, City Campus.

Significance of the Study

Time Management

This study is going to cover students the major factors time management. Having good time management skills gives students the ability to plan ahead and prioritize upcoming assignments and events. This is an important factor in avoiding procrastination and keeping students organised and ultimately leads to academic success.

Student

Students need to be aware of the importance of time management in their daily lives. Effective time management allows students to complete more in less time, because their attention is focused, and they are not wasting time on distractions. Students should make the best use of their time. Students can complete their work on time, stay engaged in their learning, and have more time for activities that are important to them, such as sports, hobbies, and spending time with friends and family if they use time efficiently. Good time management can produce disciplined students.

Future Researchers

This study can help future researchers to improve the understanding of the variables that affect time management among students from the aspect of performance behaviour, academic performance and social media. The students would understand the importance of time management to help with their lifestyle. Besides that, this study will help students who struggle with time management to gain knowledge that will enable them to take time management as a priority.

LITERATURE REVIEW

Time Management

Effective time management is one of the most important parts of a healthy lifestyle. The term "time management" is often used to characterise a person's talent. The use of time handled by an individual is referred to as time management abilities. Positive time management has been linked to intrinsic motivation, according to research. It also adds that different people have different features and nature when it comes to time management. Time management shows that it is very closely related to behaviour time management (Khan et al., 2016). Effective time management allows a person to govern and manage everyday tasks such as work, learning, and other responsibilities. When an individual knows the amount of time spent on a specific task, time management can increase the efficiency and product quality of an activity.

Performance Behaviour

Behaviour refers to exposure to negative or positive forms of behaviour and is systematically more psychological in nature (Halim et al., 2017). Social symptom characteristics such as gangsterism, vandalism, and smoking have been linked to performance behaviour. The rise of the internet world, which has tremendously influenced students, can also contribute to behaviour performance in time management.

The presence of internet games is among them. These games have the potential to obstruct learning. This is because online games have an addictive nature or carry opium (Ariantoro, 2016).

As a result, students who are already acquainted with online gaming are more likely to be influenced, either directly or indirectly. University students are especially vulnerable to the influence that video games might have on them. They should spend their time relaxing or doing

something that benefits them. Peer influence has a significant impact on a developing adult. Peers have an influence on students' time management performance behaviours.

Academic Performance

In today's society, time is considered an infinitely divisible and usable commodity. It contributes to the institution's instillation of a sense of time. Students who do not establish effective habits like motivation, metacognition, and self-regulation are more likely to perform poorly in the future and will find it more difficult to change. Students with ineffective habits like motivation, metacognition, and self-regulation find it more difficult to change their performance in the future and are more likely to perform poorly.

University students frequently worry that they will not have enough time to complete a project before the deadline, which can lead to frustration and a lack of enthusiasm. Students must learn to manage their time so that they can concentrate on their studies (Sharma et al., 2016). Students must be able to manage their time effectively in order to earn high grades. The capacity to effectively manage time is crucial to a student's academic success. Students, on the other hand, typically face task aversion and uncertainty, which causes them to procrastinate owing to a lack of organisational skills.

As a result, students will be unable to prioritise their obligations, making them easily distracted and procrastinate. Time management is critical for each university student. To be more productive, people manage their time in a variety of ways. Some people have the capability to manage their time successfully. Certain time management strategies and techniques can aid your success. Academic performance is supported by excellent time management (Adebayo, 2015). Effective time management improves academic performance while simultaneously lowering anxiety and stress levels in kids (Adams & Blair, 2019).

Social Media

In this age of globalisation, social media has gone viral among Malaysian adolescents. Nowadays, teenagers believe that engaging in social media is a requirement and that it has a substantial impact on their lives. The role of social media in human life has grown to incorporate a broader range of educational opportunities, both academically and as a source of debate starters for students. It is evident that social media has a significant impact on individuals. Because of social media, someone who was insignificant before can now become significant, and vice versa (Putri et al. 2016).

Humans have invented a variety of technical solutions to make living easier. For other people, social media is their primary source of amusement. Because of the lack of face-to-face interaction, persons who are lonely are more prone to resort to social media to help them cope. You can use various tools on social media that do not require you to interact with people in person but can still bring people together. Using social media, teenagers can learn about business and develop an interest in becoming entrepreneurs. Many of today's young entrepreneurs run their enterprises via social media. People who use social media find it easier to buy products without having to leave their homes, as now they can order anything they want or need in just one click. Many teenagers today engage in social media without realising that if they are continually engrossed in it, they will lose touch with their peers. Adolescents who have lately become hyperactive on social media in cyberspace try to flaunt their everyday lives frequently in order to avoid appearing obsolete or scurvy (less up-date) (Putri et al. 2016) and the ease with which different sources can be found is what makes social media a constant requirement. This social disturbance benefits the community, but it has a harmful influence on adolescents.

Another effect of social media is an increase in teen cyberbullying and jealousy based on what their classmates post on social media. The most significant result of social media's rapid expansion is the lack of social contact with other individuals. Many teens today use social media without recognising that if they remain glued to their smartphones, their social relationships would be severed.

Research Hypothesis

The study's hypothesis is to determine whether there are any correlations or relationships between dependent variable (DV) and independent variables (IV).

H1: There is a significant relationship between performance behaviour and the factor affecting time management among Year 2 students at Universiti Malaysia Kelantan, City Campus.

H2: There is a significant relationship between academic performance and the factor affecting time management among year 2 students at Universiti Malaysia Kelantan, City Campus.

H3: There is a significant relationship between social media used and the factor affecting time management among Year 2 students at Universiti Malaysia Kelantan, City Campus.

Research Framework

Figure 1 below shows research conceptual framework of this study.

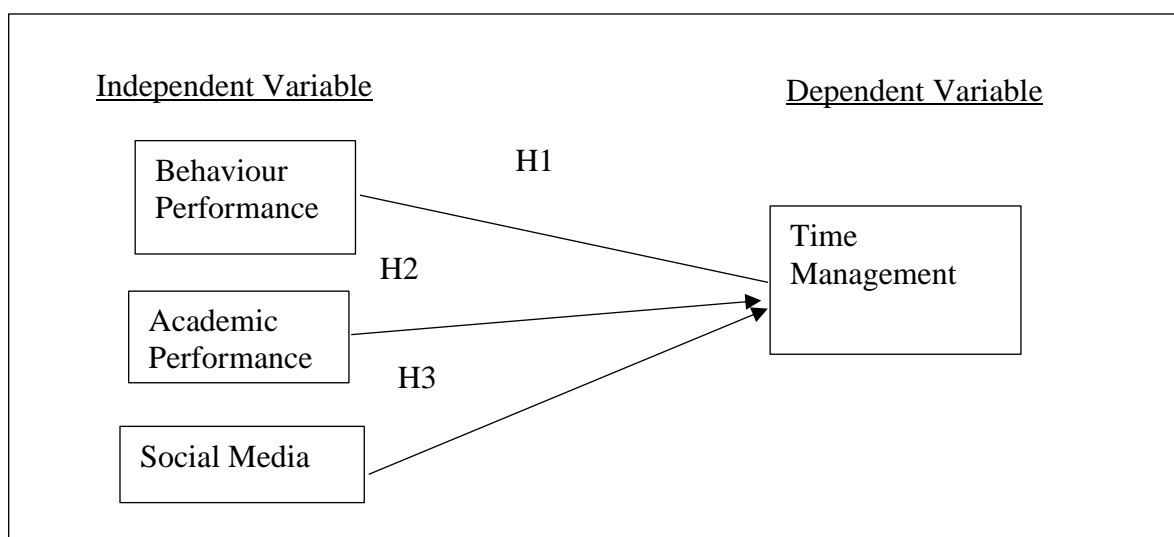


Figure 1: Research Framework

METHODOLOGY

Research Design

The planning process, including the strategy and technique in acquiring and evaluating data, was covered in this phase of the research. It is the cornerstone of a research plan. The information for this study were gathered using a survey. This questionnaire was the primary instrument for collecting data on the variables from respondents. In this study, all data gathered from respondents will be utilised as the main information. For this study effort, 674 second-year students from Universiti Malaysia Kelantan City Campus in Kelantan, Malaysia, were polled.

Data Collection

This questionnaire to collect data regarding performance behaviour, academic performance, and social media. The questionnaires were set in Google Form and were sent to the respondents online. The questionnaires were distributed to the respondents during the weekend in order not

to disturb their schedule. The data collection was completed in less than ten minutes, as it has been observed that there is no interruption for the respondents present in the survey.

Sampling

The research used the non-probability approach because the samples were not chosen at random. The number of respondents is approximately 169 respondents of years 2 students at Universiti Malaysia Kelantan which is based on Krejcie and Morgan (1970) formula to determine the sample size. The formula of the equation to evaluate the sample is as follows:

$$\frac{x^2 N p (1 - p)}{e^2 (N - 1) + X^2 p (1 - p)}$$

n = sample size

N = population size

e = the degree of accuracy expressed as proportion (0.05)

x² = chi-square of degree of freedom 1 and confidence 95% (3.841)

p = proportion of population (if unknown, 0.5)

Data Analysis

For this data analysis, the researchers collected the data using frequency analysis, descriptive analysis, reliability analysis, and correlation test analysis. To collect the data, the researchers use a Statistical Package for Social Science (SPSS) designed version 25.0 to show the relationships between the dependent variable and the independent variable as a set of statistical approximated by regression analysis.

FINDINGS

Result of Frequency Analysis

Table 1 below shows the result of frequency analysis.

Table 1: Result of Frequency Analysis

Demographic Characteristic	Frequency (n)	Percentage (%)
Gender		
Male	45	38.1
Female	73	61.9
Age		
18-21 years old	18	15.3
22-25 years old	100	84.7
Race		
Malay	110	93.2
Chinese	2	1.7
Indian	3	2.5
Other	3	2.5
Religion		
Muslim	114	96.6
Christian	4	3.40
Nationality		
Bumiputra Malaysia	118	100.0
Marital Status		
Single	110	93.2

Married	8	6.8
Educational Level Degree	118	100.0

Table 1 shows the result of demographic characteristics. The research focused on second-year of Wellness students and the majority of the respondents with 73 female (61.9%) while the male respondents 45 (38.1%). In term of the respondents' age shows 18 respondents between 18-21 years old (15.3%), and 100 respondents (84.7%) are aged 22-25 years old. Analysis of respondents' background in terms 110 (93.2%) are Malay respondents, 2 respondents (1.7%) Chinese, 3 respondents (2.5%) Indian while another 3 respondents (2.5%) from other races. The respondents based on their religion 114 (96.6%) Muslim and 4 (3.40%) of them Christian. In terms of nationality, all respondents Bumiputera Malaysia (100 %). For marital status, 110 (93.2%) respondents single and only 8 (6.8%) of the respondents married. The respondents' based on the educational level all in Degree level (100 %).

Result of Descriptive Analysis

Table 2 below shows the result of the descriptive analysis.

Table 2: Result of Descriptive Analysis

Variable	Items	Mean Score	Standard Deviation
IV1: Performance Behaviour	Do you make constructive use of your time?	3.88	1.160
	Do you believe that there is room for improvement in the way you manage your time?	3.83	1.101
	Do you feel you are in charge of your own time, by and large?	3.88	0.976
	Are you able to make minor decisions quickly?	3.78	0.950
	Generally, do you think you can usually accomplish all your goals for a given week?	3.79	0.983
	Do you often find yourself doing things which interfere with your school work simply because you hate to say "no" to people?	3.74	0.953
	Do you find yourself waiting a lot without anything to do?	3.91	0.882
	IV2: Academic Performance	I make a list of the things that I have to do each day.	3.91
I make a schedule of the activities that I have to do on work days.		3.61	1.012
I plan the day before I start it.		3.74	1.014
I write a set of goals for myself for each day.		3.79	0.974
I review my class notes, even when a test is not imminent.		3.71	1.021
The night before a major assignment is due, I still working on it.		3.81	0.951

		When I have several things to do, I think it is best to do a little bit of work on each one.	3.89	0.981
IV3: Social Media Use		I often think about social media when I am not using it.	3.89	1.057
		I often use social media for no particular reason.	3.94	1.015
		I lose track of how much I am using social media.	3.84	0.911
		The thought of not being able to access social media makes me feel distressed.	3.85	0.839
		I interrupt whatever else I am doing when I feel the need to access social media.	3.88	0.988
		Arguments have arisen with others because of my social media use.	3.78	0.959
		I feel connected to others when I use social media	3.94	0.913
DV: Time Management		I manage time by completing all my daily activities that I have already planned.	3.87	0.882
		I'm always on time.	3.89	1.024
		I manage time by doing my daily activities.	3.99	0.800
		When interruption occur, I am able to resume my work quickly.	3.88	0.859
		I am confident in many situations.	3.87	0.965
		I have enough time and space to do the work without interruption.	3.95	0.999
		I make good use of time while surfing the internet like social media.	3.94	1.031

Table 2 shows the result of mean and standard deviation for all variable based on the survey involving 118 respondents. The mean and standard deviation derived was for twenty-one statements under three independent variable and seven statements under the dependent variable. The highest mean score for Performance Behaviour which the first independent variable was question 7 with (M=3.915, SD=0.8826), and the lowest mean score was question 6 with (M =3.745, SD= 0.9535). Based on Academic Performance for the second independent variable, the highest mean score was question 1 which was (M= 3.915, SD= 1.0506) and the lowest mean score for academic performance belonged to question 2 which was (M=3.618, SD= 1.0120). Meanwhile, the highest mean score for the Social Media which was third independent variable was obtained by question 7 which was (M = 3.949, SD = 0.9137). However, the lowest mean score was Social Media with (M =3.788, SD= 0.9594). Next, the highest mean score for the dependent variable of time management among second-year students was question 3 with (M = 3.991, SD = 0.8006) and the lowest for mean score of time management was question 1 with (M =3.872, SD= 0.8823). Where the respondents who agreed on the independent variable and dependent variable were the ones that affected time management among year 2 students at Universiti Malaysia Kelantan.

Result of Reliability Analysis

Table 3 below shows the result of the reliability analysis.

Table 3: Result of Reliability Analysis

Variable	Number of Items	Cronbach's Alpha
Time Management	7	0.863
Performance Behaviours	7	0.845
Academic Performance	7	0.823
Social Media Use	7	0.782

Table 3 shows the result of the reliability analysis. The data were measured using Cronbach's Alpha for all variable and following the questions for each variable with 7 questions. The value of Cronbach's Alpha for time management which dependent variable was 0.863. Meanwhile, the value of Cronbach's Alpha for Performance Behaviour was 0.845. For the second independent variable, the value of Cronbach's Alpha for Academic Performance was 0.823 and the third independent variable which is Social Media with the value of Cronbach Alpha being 0.782. The result of all variable has high reliability and considered excellent respondent reliability.

Result of Pearson Correlation

Table 4 below shows the result of Pearson Correlation.

Table 4: The Result of Pearson Correlation

Hypothesis	P-Value	Result (Supported/Not Supported)
H1: There is a significant relationship between performance behaviour and the factor affecting time management among Year 2 students at Universiti Malaysia Kelantan, City Campus.	0.000	H1 is supported.
H2: There is a significant relationship between academic performance and the factor affecting time management among year 2 students at Universiti Malaysia Kelantan, City Campus.	0.000	H2 is supported.
H3: There is a significant relationship between social media used and the factor affecting time management among Year 2 students at Universiti Malaysia Kelantan, City Campus.	0.000	H3 is supported.

Table 4 shows the result of Pearson Correlation. The first hypothesis indicates the relationship between performance behaviour and time management. Based on result, the Pearson Correlation for the first hypothesis was 0.796 which that p-value of 0.000 is strong positive correlation and the hypothesis is supported. The second hypothesis indicates the relationship between academic performance and time management. The result showed Pearson Correlation was 0.718 which means that p-value of 0.000 is strong positive correlation and the hypothesis is supported. Meanwhile, the third hypothesis show the relationship between social media use and time management. The result showed the Pearson Correlation was 0.713 which means that

p-value 0.000 is strong positive correlation and the hypothesis supported because the p-value is less than 0.05. Thus, the null hypothesis is rejected.

DISCUSSION & RECOMMENDATIONS

The first suggestion is that in the future study, expanding the target group to include all students in years 3 and 4 may aid in achieving the greatest results. This is because students have already learnt and are accustomed to time management in all settings involving study. It could help future studies produce more effective results.

The second proposal is that the researchers can use a range of survey approaches to respond to the questionnaires. For example, to get the fastest response from respondents, researchers can use face-to-face personal interviews and telephonic surveys. Respondents will be able to ask questions and receive rapid responses concerning the study during the personal interview and telephonic survey. Simultaneously, it will increase respondents' awareness and understanding of the need of effective time management. If multiple survey methodologies are applied, the results will be more accurate and practical.

The final proposal is that researchers can use a variety of languages for the questionnaire in future studies, such as Mandarin and Tamil. The questionnaire was written in English and Malay in most parts. This multilingual feature can help people of many races and languages understand and answer to the question without feeling pressured. As a result, the final product will be more consistent and effective.

CONCLUSION

The research focuses on the factors that influence time management among second-year students at Universiti Malaysia Kelantan, City Campus. Performance behaviour, academic performance, and social media used are the independent variables. The dependent variable of time management is influenced by these variables. There is a significant link between the three independent variables and the dependent variables. The Statistical Package for Social Sciences (SPSS) version 25.0 computer application was used to analyse the data. According to the data, performance behaviour has the strongest link, followed by academic performance, and social media use has the weakest link. ($0.796 > 0.718 > 0.713$) Three independent variables all had p-values of 0.000. This section offers a few research articles that help to increase the outcome's reliability and strength. The H1, H2, and H3 hypotheses have all been confirmed. The research was limited by a lack of expertise, a lack of interest in questionnaires, and the difficulty of gaining access to second-year students Universiti Malaysia Kelantan, City Campus. The study's recommendations, which include expanding the target population, using more survey methods, and using many languages, will improve future research.

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