



Time Management: It's Effects on the Academic Performance of the Students

Dr. Fhrizz S. De Jesus¹ and Merlina C. Garcia²

^{1,2}Faculty Members, NEUST Atate Campus

Abstract— The importance of time management skills for students cannot be overstated. It is crucial for them to prioritize and organize their time based on what is most important to them. This can be achieved by creating a schedule or a to-do list that outlines their daily tasks and priorities. Additionally, students must prepare for exams in advance by reviewing their notes or lectures, allowing them to use their time more effectively and achieve better grades. After completing their academic responsibilities and household chores, it is essential for students to take some time to relax and have fun. It is also essential for students to understand how to manage their time when participating in academic activities to avoid rushing through tasks and compromising their quality. Implementing an enhancement and sustainability plan for NEUST Off-Campus Program San Leonardo students is highly recommended as it will help them improve their time management skills.

Keywords— time management, academic performance, students, skill.

INTRODUCTION

According to Aduke (2015), time management provides individuals the ways for structuring and controlling their activities. Time management is the ability to organize, plan, arrange, and account for one's time in order to increase the performance of the students.

Time plays a significant role in our life as a student. Time helps us make a good habit of structuring and organizing our daily task in school. Time is the most valuable resource because it cannot be taken back. Students should learn to manage time in school so that the academic performance will improve.

Students' performance and achievements are greatly aided by effective time management. Every student should be able to manage time properly in order to effectively arrange activities, set goals, and prioritize those things that require urgent attention over others.

Student of NEUST San Leonardo off-campus program lives are generally quite active and demanding since they attend classes, do homework, and study for examinations. They also have their own daily routines and lives to maintain a balance between academics and extracurricular activities. Finding time to complete everything at once, on the other hand, may be difficult and overwhelming for them. Students frequently claim that they do not have enough time to accomplish all of the duties given to them, and they have connected low academic performance to poor time management.

Based on the study of Oyuga et.al (2016), time management can be very useful in a student's hectic schedule. It ensures that students are well prepared, organized and focused to manage daily lives and complete academic



assignment on time. Therefore, it helps the individual to learn and focus without stress and leads to more career success.

The advantages of time management are straightforward. Good time management allows individual to achieve greater outcomes in less time, which offers more time and freedom, improves attention, encourages one to be more productive, reduces stress, and allows one to spend more time with the people who mean most.

COVID-19 pandemic helps to know how to manage time because of the new learning modalities and it gives a lesson to show the importance of it. The performance of the students will get better if one can manage time between studies and day-to-day lives. If this time management will not be sustained, it will cause poor academic performance.

This research study aims to determine the effects of time management to the academic performance of the Students at Nueva Ecija University of Science and Technology Off – Campus Program – San Leonardo. Specifically the following are the main objectives of the study:

1. How does the academic performance of the students be assess using the time management behavior in terms of:

- 1.1 Mechanics of Time Management;
- 1.2 Setting Goals and Priorities;
- 1.3 Preference for the Organization; and
- 1.4 Control of Time?

2. What are the academic impacts of time management behavior in terms of:

- 2.1 Mechanics of Time Management;
- 2.2 Setting Goals and Priorities;
- 2.3 Preference for the Organization; and
- 2.4 Control of Time?

3. What action plan may be proposed to enhance the academic performance of the students using the time management behavior?

Therefore, the goal of this study is to determine the effect of time management on the academic performance of NEUST San Leonardo Off-Campus students. All the learners are aware of how to manage their time. Students' behavior can affect their academic performance. They should have set goals and priorities, and how control time.

Time Management

According to Wigmore (2015), The synchronization of tasks and activities to optimize the efficacy of an individual's efforts is known as time management. The goal of time management is to allow individuals to complete more and better work in less time. Elements include organizing, planning, and scheduling to make the greatest use of the individual's time while also taking the individual's specific circumstances and pertinent qualities into account.



Effective time management enables students to accomplish more in less time since their attention is focused and they are not spending time on distractions. As students cross tasks off their to-do list, they are less stressed. It can also create a sense of accomplishment through achieving goals. For example, they may want to finish a project by Friday in order to meet friends during the weekend. Furthermore, by managing their time well, students may complete their work on time, remain involved in their studies, and have more time to pursue things that are important to them, such as sports, hobbies, youth group, and spending time with friends and family (Sophia Auld 2019).

According to Lukman (2021), Academic performance is a measure of a person's indicative and responsive abilities, which indicate, in an approximated fashion, what he or she has learnt as a result of an educational or training process. These are stated as grades, which are the outcome of an evaluation that includes passing or failing certain examinations, topics, or courses. Academic performance may also be defined as the degree of knowledge demonstrated in a certain field or topic in comparison to the norm, and it is often assessed using the grade point average. Academic performance is affected by elements such as intellectual ability, personality, motivation, skills, interests, study habits, self-esteem, and the teacher-student connection (Lamas, H. 2015).

Therefore, this was the basis of this study on how important to balance the time and to be not affected by the academic performance of the students. It is based on the idea that students have a lot of struggles with how the students balance schoolwork while doing habits and personal life.

RESEARCH METHODOLOGY

Research Design

Descriptive design was used by the researchers to determine the effect of time management and the academic performance of Bachelor of Secondary Education in Nueva Ecija University of Science and Technology. By means of this method, the researchers were able to investigate the two given variables and verify the gathered data from the respondents. According to Aquino (2014), descriptive research involves fact-finding combined with appropriate interpretation. The descriptive approach is more than just data collection; the latter is not reflective thinking or study. The genuine meaning of the data obtained should be stated in light of the objectives and underlying assumptions

Research Locale

This study was conducted during the academic year 2021-2022 in Nueva Ecija Science and Technology Off Campus Program San Leonardo, Brgy. Tambo Adorable San Leonardo Nueva Ecija. Some parts of this study were conducted through online platform where researchers used Google Forms.

Respondents of the Study

The Respondents of this study came from the 1st to 4th year of all 4 programs in NEUST-Off Campus Program San Leonardo. The list of respondents was requested from the Registrar Office. The table below presents a sample population of 256 respondents of students in NEUST-Off Campus Program San Leonardo.



Table 1. Respondents of the Study

Respondent	Population	Sample Population
Students in NEUST-Off Campus Program San Leonardo (1st Sem 2022-2023)	765	256

Table 2. Profile of the Respondents based on Course and Sex Presents the total number of participants in the study. The population figure was derived from the expected workforce of the Local government in San Leonardo Nueva Ecija.

Course	Frequency	Percentage
BSBA	73	29%
BSHM	60	23%
BSE	58	23%
BSIT	65	25%
Total	256	100%
Sex	Frequency	Percentage
Male	106	41%
Female	150	59%
Total	256	100%

Sample and Sampling Procedure

The total sample size of the respondent of the study has a frequency of 256 of the total population of 765. The target respondents are the students of NEUST off campus program San Leonardo. This study uses the Raosoft application to determine the sample size with a 95% confidence level and a 5% margin of error.

Simple random sampling is a sampling technique in which each member of a population has an equal chance of being chosen, through the use of an unbiased selection method. Each subject in the sample is given a number and then the sample is chosen by a random method (Simkus, 2022).

Research Instrument

The results of this study were obtained using a survey form and in the face-to-face interviews. A database was used to collect and store the data, and statistical software was used to analyze the results. The most fundamental methodology and study in all quantitative outcome research. Respondents were encouraged to fill out both face-to-face surveys and online survey questionnaires, which are a set of questions designed to help the study reach its goals. There were three sections in both the face-to-face survey and the online questions created in the Google form.

The instrument was composed of three (3) parts. The first part was the demographic profile of the respondents in terms of course, year level and sex. The second part of questionnaire was composed of four (4) behaviors that have



a twenty (20) statements about effect of time management. The third part of questionnaire was composed of ten (10) statements about impact of time management to the academic performance.

Data Gathering Procedure

After the approval of the research topic entitled "Time Management: Its Effect on the Academic Performance of students at Nueva Ecija University of Science and Technology Off- Campus Program- San Leonardo." the researchers begin by collecting related data and information from the Internet. The questionnaire was guided by the related studies and underwent confirmation by competent individuals for validation of the suggested opinions. The researchers conduct a dry run to check the reliability and validity of the formulated questionnaire. The reliability coefficient of the instrument was tested and measured to check the internal consistency. The validity of the research instrument was established by presenting the developed research instrument for the comments of the experts who rate the instrument. The reliability coefficient of the instrument was tested and measured with a score of .867 which means that the instrument has good internal consistency. The validity of the research instrument was established by presenting the developed research instrument for the comments of the experts who rated the instrument with 4.62 as its weighted mean having a verbal interpretation of "very good". Before the distribution of the questionnaires, the researchers obtain approval from their subject teacher and adviser, since the survey questionnaires were sent online with some social media platforms like messenger, telegram, and email, and lastly the researchers are free to conduct a survey. After the dry run of the questionnaire, it will be tallied, and further revisions of the questionnaire will be done. After the distribution, the information that was gathered from the answered questionnaire was tallied for further interpretation.

Data Analysis Techniques

The data gathered from the community was encoded, tabulated, and analyzed. The data was analyzed using statistical methods such as percentage, frequency distribution, weighted mean, and thematic analysis using Colaizzi's 7 Steps Method.

RESULTS AND DISCUSSIONS

1. Academic performance of the students be assessed using the time management behavior in terms of:

1.1 Mechanics of Time Management

Table 3. Assessment of Academic performance of the students using the time management behavior in terms of Mechanics of Time Management

STATEMENTS	WEIGHTED MEAN	VERBAL INTERPRETATION
1. I seldom surf the internet for entertainment purpose	2.85	Most of the Time
2. I have a system set up to remind when I need to accomplish a thing.	3.05	Most of the Time
3. I choose to get busy with important matters.	3.22	Most of the Time



4. I am satisfied with the way I use my time.	2.95	Most of the Time
5. I have a list to do every day	2.57	Most of the Time
Total Weighted Mean	2.93	Most of the Time

The table shows that the statement “I choose to get busy with important matters.” got the highest weighted mean of 3.22 and verbal interpretation of “Most of the Time” while the statement “I have a list to do every day.” got the lowest weighted mean of 2.57 and verbal interpretation of “Most of the Time”.

This data implied that there is a connection between time management and academic performance. According to Savino et. al (2016) time management has also been defined as a form of self-management with a clear emphasis on time in understanding what activities to do; how to do it more efficiently; in what time it should be done and when is the correct time to the particular activity. It has also been association with low anxiety and greater academic achievement in students.

1.2 Setting Goals and Priorities

Table 4. Assessment of Academic performance of the students using the time management behavior in terms of Setting Goals and Priorities. This table presents the weighted mean and verbal interpretation regarding the setting of goals and priorities.

STATEMENTS	WEIGHTED MEAN	VERBAL INTERPRETATION
1. I can balance my private time and study time.	3.13	Most of the Time
2. I can do my activities while doing household things.	2.95	Most of the Time
3. I have a list of my private time and study time.	2.8	Most of the Time
4. I spend enough time on my academic performance.	3.07	Most of the Time
5. I make extra time to do my activities.	3.07	Most of the Time
Total Weighted Mean	3.00	Most of the Time

The table show that the statement “I can balance my private time and study time” got the highest weighted mean of 3.13 and verbal interpretation of “Most of the Time” while the statement “I have list of my private time and study time” got the lowest weighted mean of 2.8 and verbal interpretation of “Most of the Time”.

This data implied that there is a connection between time management and academic performance when the students set goals and priorities. According to Patil (2014) celebrate all successes, no matter how small. We’ve all heard the old adage that “success breeds success,” and it turns out that the proverb is true. Students’ accomplishment must be celebrated as they achieve their goals. Recognizing students’ effort will inspire them to strive for greater success and will encourage teachers in their efforts to help all students succeed. The researchers recently visited a local high school where students were taking a placement assessment that measured one’s abilities in math. If students reached an established benchmark on the assessment, one would not be required to take a remedial math course in college. The students shared some of the rigorous work completed in an effort to



prepare for the assessment. Goal documentation indicated intensive work that had been completed for several weeks including attending tutoring sessions after school. It was obvious that these students were committed to their goal of a successful outcome on the assessment.

1.3 Preference of Organization

Table 5. Assessment of Academic performance of the students using the time management behavior in terms of Mechanics of Preference of Organization. This table presents the weighted mean and verbal interpretation regarding the preference of organization.

STATEMENTS	WEIGHTED MEAN	VERBAL INTERPRETATION
1. I focus on my day-to-day schedule.	3.07	Most of the time
2. I have a list to do every day.	2.73	Most of the time
3. I always get activity done on time.	3.07	Most of the time
4. I am able to meet deadline without rushing my time	2.95	Most of the time
5. I have time to relax and be with friends in my weekend	2.70	Most of the time
Total Weighted Mean	2.90	Most of the time

The table show that the statement “I can balance my private time and study time” got the highest weighted mean of 3.13 and verbal interpretation of “Most of the Time” while the statement “I have list of my private time and study time” got the lowest weighted mean of 2.8 and verbal interpretation of “Most of the Time”.

This data implied that there is a connection between time management and academic performance when the students set goals and priorities. According to Patil (2014) celebrate all successes, no matter how small. We’ve all heard the old adage that “success breeds success,” and it turns out that the proverb is true. Students’ accomplishment must be celebrated as they achieve their goals.

Recognizing students’ effort will inspire them to strive for greater success and will encourage teachers in their efforts to help all students succeed. The researchers recently visited a local high school where students were taking a placement assessment that measured one’s abilities in math.

If students reached an established benchmark on the assessment, one would not be required to take a remedial math course in college. The students shared some of the rigorous work completed in an effort to prepare for the assessment.

Goal documentation indicated intensive work that had been completed for several weeks including attending tutoring sessions after school. It was obvious that these students were committed to their goal of a successful outcome on the assessment.

1.4 Control of Time

Table 6. Assessment of Academic performance of the students using the time management behavior in terms of Mechanics of Control of Time. This table presents the weighted mean and verbal interpretation regarding the control of time.

STATEMENTS	WEIGHTED MEAN	VERBAL INTERPRETATION
1. I limit the duration of time while doing my hobbies.	2.73	Most of the time
2. I do not allow interaction while doing my studies.	2.87	Most of the time
3. I use my time in effective ways.	3.03	Most of the time
4. I avoid spending too much time on trivial matters.	2.78	Most of the time
5. I need to manage my time on essential activities. (e.g. exam, school activities, homeworks etc.)	3.78	Always
Total Weighted Mean	2.94	Most of the time

The table clearly shows that the last statement, "I need to manage my time on essential activities. (e.g. exam, school activities, home works etc.)" The dominant effects that have control of time needed for the academic performance of the students with a highest weighted mean of 3.78 verbal interpretation of "Always". However, the table also shows that respondents are using "Most of the time" towards the statement, "I limit the duration of time while doing my hobbies.", as it reflected on its lowest weighted mean of 2.73.

These data implied that student who knows to management or control time has a positive effect on academic performance. According to Savino (2016), time management has also been defined as a form of self-management with a clear emphasis on time in understanding what activities to do; how to do more efficiently; in what time it should be done and when is the correct time to the activity. Furthermore, Razali et al. (2018) said for students to better manage curriculum and achieve learning objectives, these time management behaviors or skills are argued to improve the positive academic output.

2. Academic impacts of time management behavior in terms of:

2.1 Mechanics of Time Management

Table 7. Academic impacts of time management behavior in mechanics of time management

STATEMENTS	FREQUENCY	PERCENTAGE
1. Students schedule their school task and activities ahead of the deadline set by their teachers.	80	31%
2. Students create a list of activities that they must complete each day.	150	59%
3. Others	26	10%
	256	100%



The table above shows the impact of mechanics of time management on the academic performance of the students in NEUST Off- Campus Program San Leonardo. Creating a list of activities got the highest frequency of 59% and a raw score of 150. This indicate that with the help of making a list of activities that the student must do, they can see their schedule for school and other matters. According to the respondent, they make a list of every task that they need to do for the day to stay productive.

On the other hand, "Students schedule their school task and activities ahead of the deadline set by their teachers." Got a frequency of 31% and raw score of 80. This mean that student can finish their school activities ahead of time with the help of proper time management. Respondent claim that finishing the schoolwork before the deadline give them more time to do other task.

2.2 Setting Goals and Priorities

Table 7. Academic impacts of time management behavior in mechanics of setting goals and priorities

STATEMENTS	FREQUENCY	PERCENTAGE
1.Students spend the majority of their time completing their academic work.	120	47%
2. Students can concentrate and perform better in their academic performance since they have a sufficient time to study.	130	51%
3. Others.	6	2%
	256	100%

According to the above table, student can concentrate on their academics since they have enough time, with a frequency of 51% and a raw score of 130. This indicate that having enough time, student can focus on their studies and perform better. According to the respondents if they have enough time o study, they can focus on it and be better on the academic performance.

On the other hand, spending the majority of the student time on their academic work get a frequency of 47% and a raw score of 120. This mean that student choose to give more time for their study and just enough time for others. Respondents indicate that they give more time for their study compared to other activities like their hobbies.

2.3 Preference of Organization

Table 8. Academic impacts of time management behavior in preference of organization

STATEMENTS	FREQUENCY	PERCENTAGE
1.Students join school organization and extra-curricular activity because they have spare time.	180	70%
2. Students can be with their friends and do extra activities because of time management.	65	25%



3. Others.	11	5%
	256	100%

The table above shows that with proper time management, student are able to join organization and extra-curricular activity have a frequency of 70% and a raw score of 180. This indicate that student can do other things related to their studies like joining school clubs aside from course activity and project because they can manage their time well. According to the respondents, since they have extra time because of time management, they joins organization and extra-curricular activity.

On the other hand, being able with their friend and have other activity have a frequency of 25% and a raw score of 65. This indicate that time management enable the student to have extra time to spend for their friends and do other things. According to the respondent, they can bond with their friends and do their hobbies for some times since they can manage their time properly.

2.4 Control of Time

Table 9. Academic impacts of time management behavior in control of time

STATEMENTS	FREQUENCY	PERCENTAGE
1.Students can divide their time between academics, family responsibilities and personal matter.	138	54%
2. Student prioritize the task from most essential to least important.	110	43%
3. Others.	8	3%
	256	100%

The table above shows that students allocate their time between their academic, family and personal matter with a frequency of 54% and a raw score of 138. This indicate that using time management student can divide their time for all the responsibilities they have. According to the respondents, they can perform better at school and be responsible child at home since they can utilize their time for all their responsibility.

On the other hand, prioritizing the most important task down to least important got a frequency of 43% and a raw score of 110. This indicate that with time management student accomplish a task base on its importance. According to the respondents, they assess all their activities and decide which is the first to accomplish base on what is the most important.

3. Propose Action Plan to Enhance the Academic Performance of the Students Using the Time Management Behavior.

In order to provide an interpretation that can be used as a guide for NEUST San Leonardo Off Campus Program students and to contribute to the creation of action plan, the researchers used the data that were collected.



Table below is the proposed enhancement and sustainability plan to improve the academic performance of the students on NEUST San Leonardo Off Campus Program using time management. It composed of multiple columns that represent the relation of one another. The 1st column contains the time management behavior and its key results. The 2nd column consists of the objective of action for each behavior factors. 3rd column consists of the activities/ intervention that can be use to achieve the objective. The 4th columns consist of the person involved in the proposed enhancement and sustainability plan. The 5th column contains the timeline. The 6th columns contains the resources needed to implement the proposed enhancement and sustainability plan. And the last columns consists of the success indication.

Table 10. Enhancement and Sustainable Plan

KEY RESULT	OBJECTIVE S	ACTIVITIES/ INTERVENTIONS (STRATEGIES)	PERSONS INVOLVED	TIMELINE	RESOURCES NEEDED	SUCCESS INDICATORS
MECHANICS OF TIME I have a list to do everyday	To be able to establish a regular things to do in an everyday routine	Preparing a time-table plan/schedule to accomplish the target the activities on the said plan.	Students and Parents	Year Round; From the day of implementation	Php. 0.00 or based on the daily activities	Improve time discipline inside and outside of the class.
SETTING GOALS AND PRIORITIES I have lists of my personal and school activities	To be able to organize the execution of activities between personal and school work.	Prepare and set a goal for each class session and personal activities	Students and Parents	Year Round; From the day of implementation	Php. 0.00 or based on the daily activities	Improve the execution of priority activities on a daily basis between school and personal activities.
PREFERENCE OF ORGANIZATION I have time to relax and be with friends in my weekend	To be able to maximize the amount of time spent on important tasks.	Organize the execution of priority activities to be able to meet the deadlines and submissions	Students and Parents	Year Round; From the day of implementation	Php. 0.00 or based on the daily activities	Encouragement of the use of spare time to first priority what is needed to be accomplished.
CONTROL OF TIME I limit the time duration for my hobbies	To be able to give myself limited time in doing leisure or unnecessary activities	Compare the actual time spent on the plan over what is being planned.	Students and Parents	Year Round; From the day of implementation	Php. 0.00 or based on the daily activities	Spending more time on worthwhile activities over the allocated time for hobbies.

With the above discussion, the following are the recommendations of the researchers:



Students should be able to adjust and organize their time based on what is most important to them. A scheduled plan or to-do list can be used to determine what needs to be prioritized the most. They should read the notes or lectures before the exam week so that they are not rushed and can maximize their time and get a good grade. After finishing their homework and household chores, students need to have some fun and relax.

Also, students must understand how to manage their time when participating in academic activities. In this manner, they will not rush through all the tasks and will accomplish it excellently.

Lastly, Implementing the presented enhancement and sustainability plan for the students of NEUST Off-Campus Program San Leonardo is highly recommended, this will improve the time management skill of the students.

REFERENCES

- [1] Aduke, A. F. (2015). Time management and students' academic performance in higher institutions, Nigeria: A case study of Ekiti State. *International Research in Education*. <https://www.researchgate.net>.
- [2] Baker, et al. (2016). A randomized experiment testing the efficacy of a scheduling nudge in a Massive Open Online Course (MOOC). *AERA Open*, 2, 1–18. Does Inducing Students to Schedule Lecture Watching in Online Classes Improve Their Academic Performance? An Experimental Analysis of a Time Management Intervention | SpringerLink
- [3] Beattie, et al. (2017). What sets college thrivers and divers apart? A contrast in studyhabits, attitudes, and mental health. Does Inducing Students to Schedule Lecture Watching in Online Classes Improve Their Academic Performance? An Experimental Analysis of a Time Management Intervention | SpringerLink
- [4] Broadbent and Poon (2015). Self-regulated learning strategies and academic achievement in online higher education learning environments: A systematicreview. *The Internet and Higher Education*, 27, 1–13. Does Inducing Students to Schedule Lecture Watching in Online Classes Improve Their Academic Performance? An Experimental Analysis of a Time Management Intervention | SpringerLink
- [5] Caligor, D. (2017). U.S. Patent No. 9,659,260. Washington DC: U.S. Patent and Trademark Office. <https://www.scirp.org>
- [6] Cochran, et al. (2014).The role of student characteristics in predicting retention in onlinecourses. *Research in Higher Education*, 55, 27–48. Does Inducing Students to Schedule Lecture Watching in Online Classes Improve Their Academic Performance? An Experimental Analysis of a Time Management Intervention | SpringerLinkEvans, R. S. (2017). <https://www.scirp.org/>
- [7] Gerard M (2017). Negative influences of time management. Available at: www.eskishore.com/tiometips52.asp. Accessed on 4 August 2017. <https://www.proquest.com>
- [8] Jenaabadi, et al (2016). The effect of time management training on student's test anxiety. (PDF) Assessment of Time Management Practices and Students' Academic Achievement: The Moderating Role of Gender (researchgate.net)
- [9] Karim, and Mitra, (2015), Time management skills impact on self-efficacy and academic performance. Retrieved from: <https://www.researchgate.net>



- [10] Kaushar, M. (2013). Study of impact of time management on academic performance of college students. Retrieved from. <https://moluch.ru/young>.
- [11] Lamas, H. (2015). School Performance <https://files.eric.ed.gov>
- [12] Lukman (2021). How academic performance can influence career choice among undergraduates <https://imperialwriters7.medium.com>
- [13] Nadinloyi, et al. (2013). The Study Efficacy of Time Management Training on Increases Academic Time Management of Students. Retrieved from. <https://www.scirp.org/journal>
- [14] Oyuga PA, Raburu P, Peter JO (2016). Relationship between Time Management and Academic Performance among Orphaned Secondary School Students of Kenya. <https://www.proquest.com>
- [15] Oyuga, et al (2017). Relationship between TimGerard M. Negative influences of time management. www.eskishore.com.
- [16] Razali, et al. (2018). The impact of time management on students' academic achievement. (PDF) Assessment of Time Management Practices and Students' Academic Achievement: The Moderating Role of Gender (researchgate.net)
- [17] Savino, D. M. (2016). Frederick Winslow Taylor and His Lasting Legacy of Functional Leadership Competence. Retrieved from. <https://www.scirp.org>
- [18] Sophia Auld (2019). Time management skills that improve student learning. <https://www.acc.edu.au>
- [19] Wigmore (2015). Time Management <https://www.techtarget.com>

