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CRI 403: Creative Industries Research Methodology

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Academic paper

Time Management's Influence on
Undergraduate Students' Academic
Performance

Declaration

- The research paper is original work.
 - All sources have been properly acknowledged.
 - The paper has not been submitted to fulfill any degree.
 - The authors understand the consequences of plagiarism and academic dishonesty.
 - All borrowed material has been referenced and credited.
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Certification

- This research paper is original work.
- The research was conducted first-hand.
- All sources used in this paper are properly cited and acknowledged.
- No part of this paper has been previously submitted.
- The authors acknowledge that any form of plagiarism or academic misconduct may lead to serious consequences.

Dedication

- Acknowledgment to Dr. Leonardo Jose Mataruna Dos Santos
 - Appreciation for outstanding professors Dr. Saif Ur Rehman, Mrs. Fanan Al Madi, and Dr. Davide Contu
 - Gratitude to professors Dr. Ghada Abaido, Dr. William Francis Smith II, and Dr. Saida Harguem
 - Recognition of CUD students for their participation and valuable insights
 - Dedication to fellow group members for their collaboration and mutual support.
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01	<u>Declaration</u>	08	<u>Abstract</u>
02	<u>Certification</u>	09	<u>Chapter 1: Introduction</u>
03	<u>Dedication</u>	10	<u>Chapter 2: Literature Review</u>
04	<u>Acknowledgement</u>	11	<u>Chapter 3: methodology</u>
05	<u>Table of contents</u>	12	<u>Chapter 4: Results</u>
06	<u>List of tables</u>	13	<u>Chapter 5: Discussion, Conclusion and recommendation</u>
07	<u>List of figures</u>		

Table of contents



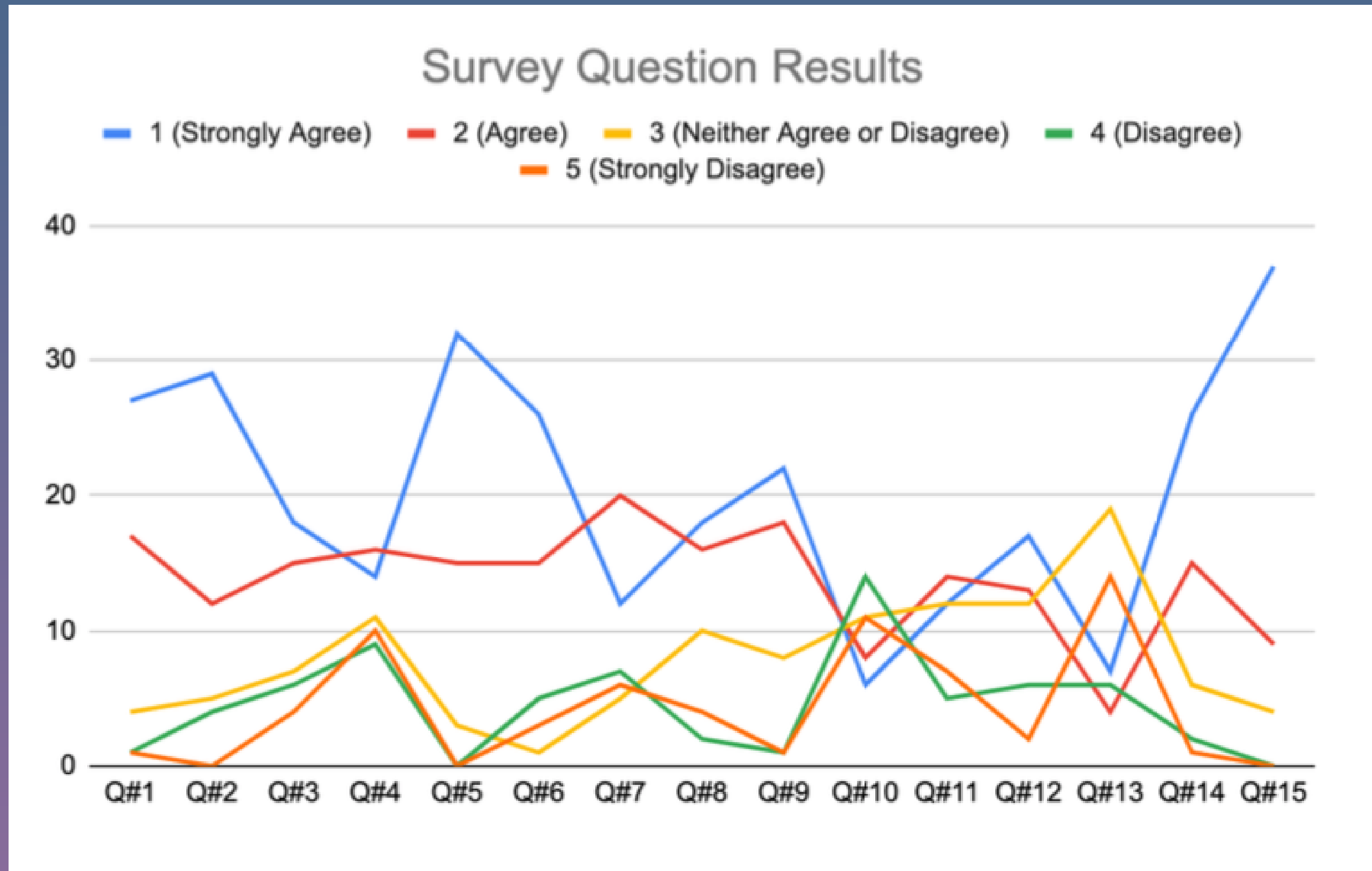
List of tables

VI. LIST OF TABLES

	1 (Strongly Agree)	2 (Agree)	3 (Neither Agree or Disagree)	4 (Disagree)	5 (Strongly Disagree)
Q#1	27	17	4	1	1
Q#2	29	12	5	4	0
Q#3	18	15	7	6	4
Q#4	14	16	11	9	10
Q#5	32	15	3	0	0
Q#6	26	15	1	5	3
Q#7	12	20	5	7	6
Q#8	18	16	10	2	4
Q#9	22	18	8	1	1
Q#10	6	8	11	14	11
Q#11	12	14	12	5	7
Q#12	17	13	12	6	2
Q#13	7	4	19	6	14
Q#14	26	15	6	2	1
Q#15	37	9	4	0	0

Table 1: Table of Survey Question Results (refer to Appendix E)

List of figures



Abstract

- This study found a link between time management and academic achievement.
- The Time Management Matrix Theory was the most successful, but students were less familiar with the Self-Regulatory Theory.
- Social media was a major factor contributing to poor time management.
- This study emphasizes the importance of effective time management for academic success

Chapter 1

1.Introduction

1.1 Background of the study

- Time management is crucial for undergraduate students to balance academic and personal responsibilities.

1.2 Statement of the problem

- Many students struggle with procrastination and time management, which can negatively impact their academic performance and well-being.

1.3 Purpose of study

- The study examines the effectiveness of existing time management theories and techniques through a literature review and surveys.
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Chapter 1

1.Introduction

1.4 Research questions and hypotheses

- Hypothesis #1: There is a significant correlation between time management and academic success in Communication and Business students.
 - Hypothesis #2: The Self Regulated Learning theory will be the least practiced theory amongst students in Communication and Business majors.
 - Hypothesis #3: The main factors that lead to poor time management in Communication and Business students is social media and the campus itself (e.g. restaurants and stores).
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Chapter 1

1.Introduction

1.5 Significance of the study

- This study provides practical insights to educators and institutions seeking to improve student success.

1.6 Scope of the study

- The study will focus on undergraduate students between the ages of 17–25 years old studying in various communications and business majors at Canadian University Dubai.

1.7 Operational definition of terms

- Time management interventions, Academic performance, Procrastination, Undergraduate students
-

Chapter 2

2. Literature review

2.1 – Conceptual Framework

- Time management is an important factor in student academic achievement.
- Time management is not the only factor that influences student academic achievement.

2.2 –Theoretical Framework

- The Time Management Matrix Theory, developed by Stephen R. Covey.
 - The Self-Regulated Learning Theory, developed by Barry J. Zimmerman
 - The Goal Setting Theory, developed by Edwin A. Locke and Gary P. Latham
-

Chapter 2

2. Literature review

2.3 – Empirical studies using relevant sub-headings

- 2.3.1- Gender Disparity in Time Management Practices.
- 2.3.2 -Time Management and Academic Performance Correlation.
- 2.3.3 -Time Management Interventions and Stress Management
- 2.3.4 - Predictors of Academic Success.
- 2.3.5 -Scarcity of Research and Identifying Research Gaps

2.4 – Appraisal of the Reviewed Literature

Chapter 3

3. Methodology

3.1 – Research design

- Study employed a multifaceted research design combining quantitative and qualitative methods.
- Involved a meta-analysis of previously published literature reviews and research papers.

3.2 – Population of study

- Study population strictly consisted of students at Canadian University Dubai (CUD)
- 50 students answered the surveys and 30 students participated in the focus group discussions.

3.3 – Sample and sampling techniques

- 30 students participated in the focus group discussions, divided into 3 groups of 10 students each from different classes and 50 students for surveys
- Convenience sampling was used

Criteria of Inclusion and Exclusion

Inclusion

- Students enrolled in CUD
- Age ranges of 17-25 years old
- Both female and male students
- Communication and business major students.

Exclusion

- Students not enrolled in CUD
- Students outside the age range of 17-25 years old
- Students not in Communication and Business majors.

Chapter 3

3. Methodology

3.4 – Instrument for Data Collection

- Focus group discussions were recorded using an iPhone 12 voice memos app.
- Survey questions were passed around students on an iPad Pro tablet.
- Both focus group and survey participants were presented with a consent form

3.5 – Validity for Instrument

- A pilot test was performed to evaluate the instrument's suitability and clarity.
 - Experts from different backgrounds reviewed the instruments to provide input.
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Chapter 3

3. Methodology

3.6 – Reliability of the Instrument

- Inter-rater reliability was assessed using Cohen's Kappa coefficient for qualitative data (focus groups) and intra-class correlation coefficient for quantitative data (surveys).
- Successful communication among focus group moderators was ensured to minimize variation in data collection and avoid biased questions.
- In-person surveys were used to increase participation and encourage honest responses.

3.7 – Procedure for data Collection

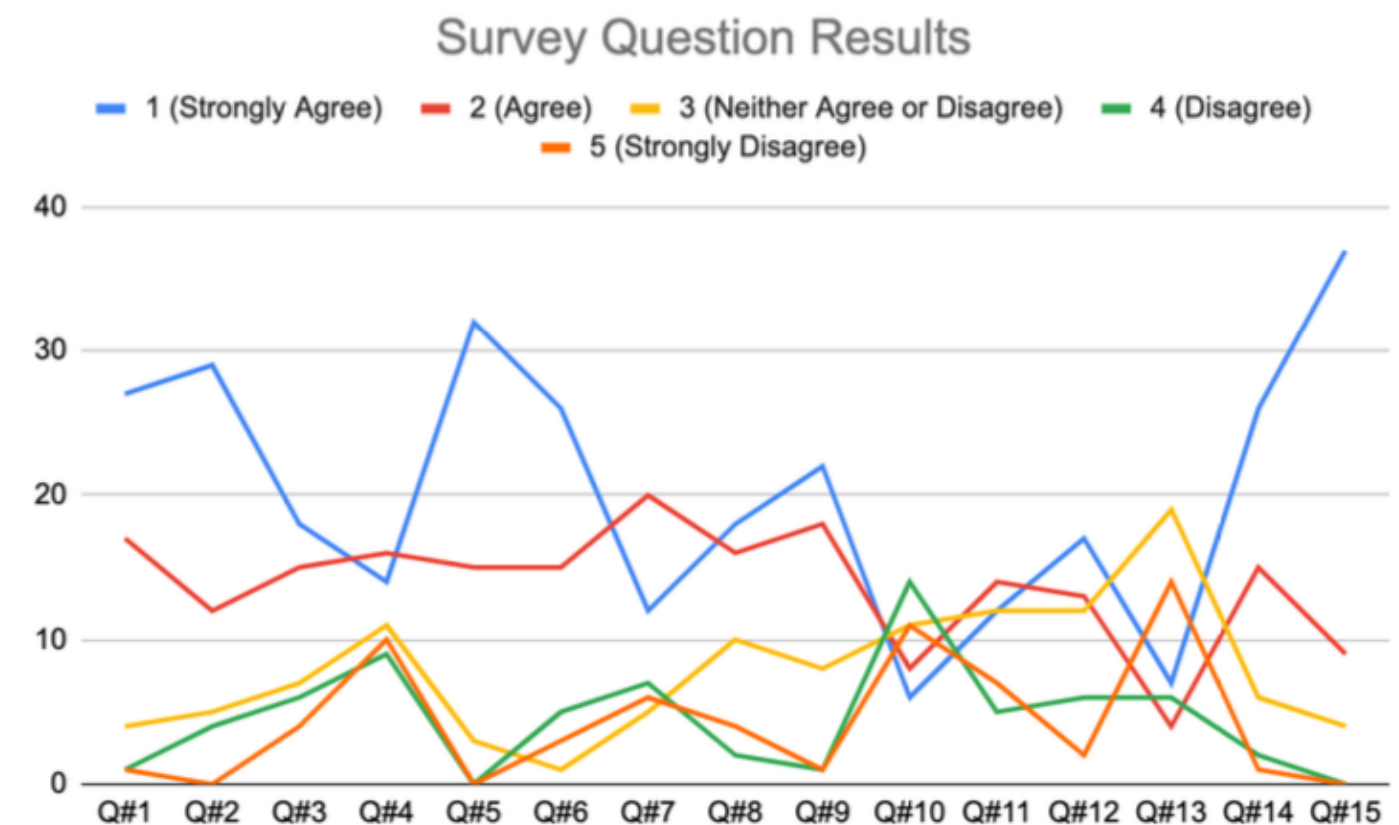
- Three focus groups were conducted with students from different classes.
 - Survey data was collected on November 8th from 12 pm -3 pm.
 - Focus group discussions were conducted between November 1st and 6th.
 - Collected data was analyzed during the second week of November
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• chapter 4 : Results

Qualitative Methods - focus group

- The focus groups revealed that stress, social media, and university location can negatively impact time management and academic success.
- The Time Management Matrix Theory was the most recognized and utilized theory among participants
- goal setting was acknowledged for its benefits but less widely applied.
- Self-regulatory theory was the least familiar and least applied theory.

Quantitative Methods- survey



4.1

Research questions



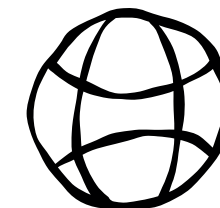
4.1.1 “Is there a clear correlation between time management and academic success in Communication and Business majors?”

- Time management and academic success are positively correlated among students.
- Efficient time management can reduce stress and anxiety,



4.1.2 “Which of the three theories are most and least practiced amongst Communication and Business students?”

- Time Management Matrix is the most practiced theory
- Self-Regulatory Theory appeared to be the least popular



4.1.3 “What are the main factors that lead to poor time management in Communication and Business students?”

- Mall distractions are not a major concern, but parking and social media pose challenges.

4.2 Testing of hypotheses



4.2.1 “Is there a clear correlation between time management and academic success in Communication and Business majors?”

REASON:

- Studies like those by Assadi et al. (2022) and Göransson et al. (2022) support the hypothesis and suggest the need for more targeted research.

TESTING:

- Students perceive a strong link between effective time management and academic performance.
- Students who manage their time effectively experience less stress and anxiety, which benefits their academic performance.



4.2.2 “Which of the three theories are most and least practiced amongst Communication and Business students?”

REASON:

- Communication and Business majors are less likely to practice Self-Regulated Learning Theory compared to other time management theories.
- Self-regulated learning is challenging due to distractions like social media.

TESTING:

- Self-Regulated Learning Theory is the least practiced theory
- Students are more familiar with the Time Management Matrix and Goal Setting Theory.
- Students find it difficult to practice the Self-Regulated Learning Theory due to social media and procrastination.

4.2 Testing of hypotheses



4.1.3 “What are the main factors that lead to poor time management in Communication and Business students?”

REASON:

- Campus location within City Walk, a vibrant leisure hub, tempts students to prioritize relaxation.
- Social media platforms like Instagram and TikTok can easily captivate students' attention, leading to prolonged periods of mindlessly scrolling.

TESTING:

- Mall distractions have less impact on students' time management than initially anticipated.
 - Social media distractions have a universal negative impact on students' time management.
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4.3 Summary of findings

- Students recognize the negative impact of poor time management.
- Stress's impact on academic success is acknowledged by students, with some viewing it as a motivating factor.
- Time management strategies are used but distractions like social media hinder progress
- The impact of university location on time management is mixed
- Tailored strategies are needed to improve time management abilities.

Chapter 5

5.1 Discussion

- There is a clear correlation between time management and academic success
- Effective time management can reduce stress, enhance focus, and improve academic performance.
- The Time Management Matrix is the most practiced time management theory
- The Goal Setting Theory is also used by students, but to a lesser extent.
- The Self-Regulated Learning Theory is the least practiced theory.
- The campus environment can be a distraction, but the impact varies among students.
- Social media is a consistent and universal source of distraction and procrastination.

5.2 implications

- Educational institutions should promote the Time Management Matrix Theory and Goal Setting Techniques.
- Awareness campaigns and interventions should be made to address social media distractions.
- University administrators should consider addressing infrastructure challenges related to time management.
- Support programs can be designed to help students develop self-regulation skills.
- The study provides valuable insights into the practices and challenges of time management among Communication and Business majors.

Chapter 5

5.3 Conclusion

- Good time management leads to academic success.
- Stress negatively impacts time management and academic success.
- The Time Management Matrix Theory is the most popular and efficient theory among students.
- Social media significantly impacts students' time management skills.
- Parking was found to be a time management issue.

5.4 recommendations

- Students should incorporate time management theories to prioritize their academic work.
- The university should collaborate with mall management to implement designated student parking areas and provide real-time parking availability information.
- Students should minimize social media distractions by promoting awareness, encouraging specific times for social media usage, and introducing time management apps.
- The university should provide ongoing support and guidance by organizing workshops, offering individual coaching sessions, and creating a supportive learning environment.

5.5 Suggestions for Further Study

- Expanded Geographic Coverage: Future research should examine the relationship between time management and academic success in different cultural and educational contexts.
 - Longitudinal Research: Future studies should follow students from the time they enter university until they graduate to observe the long-term effects of time management on academic success.
 - Diverse Academic Disciplines: Future research should explore whether the relationship between time management and academic success varies across different academic fields.
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