



Academic Research Paper

**Time Management's Influence on Communications and Business Undergraduate Students'  
Academic Performance**

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CRI 403: Creative Industries Research Methodology

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November 25th, 2023

## I. DECLARATION

We, Sofya Abu Baker, Lojain Abu Naser, and Asra Shaikhi, declare that this research paper titled "Time Management's Influence on Communications and Business Undergraduate Students' Academic Performance" is original work. We have ensured that all of the sources used and referenced in this paper have been properly acknowledged and cited in the text itself, as well as in the bibliography. This research paper has not been submitted to fulfill any degree or qualification.

We understand the consequences of plagiarism and academic dishonesty and are aware of the policies and guidelines created by Canadian University Dubai on this matter. Any material or ideas that have been borrowed have been appropriately referenced and credited.

**Date:** November 15th, 2023

**Signatures:** Sofya Abu Baker



Lojain Abu Naser



Asra Shaikhi



## II. CERTIFICATION

Abu Baker, Sofya., Abu Naser, Lojain., and Shaikhi, Asra., certify that the research paper titled **"Time Management's Influence on Communications and Business Undergraduate Students' Academic Performance"** is original work. This paper is submitted with supervision from Dr. Leonardo Jose Mataruna Dos Santos for the Bachelor's of Art in Creative Industries at Canadian University Dubai.

We affirm that:

- 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.

We acknowledge that any form of plagiarism or academic misconduct may lead to serious consequences.

**Date:** November 15th, 2023

**Signatures:** Sofya Abu Baker



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Asra Shaikhi



### III. DEDICATION

We dedicate this research paper, titled "Time Management's Influence on Undergraduate Students' Academic Performance," to our esteemed mentor, Dr. Leonardo Jose Mataruna Dos Santos; for his constant supervision and support throughout our research journey. His incisive feedback, encouragement, and unfailing faith in our abilities sparked our passion and moved us ahead.

We sincerely thank our outstanding professors , Dr. Saif Ur Rehman, Mrs. Fanan Al Madi, and Dr. Davide Contu, for their noteworthy contributions. Their wise comments on our survey questionnaire and focus group really improved the quality of our research methodology.

We also like to thank professors Dr. Ghada Abaido, Dr. William Francis Smith II, and Dr. Saida Harguem for granting us permission to hold focus group discussions during their classes. Their assistance has been invaluable in getting vital data from our participants. All CUD students who participated in our research have our sincere appreciation. Their willingness to answer our queries and share vital insights has been the project's foundation. We truly value their time, effort, and assistance.

Finally, we dedicate this research to each other (members of the group). We collaborated with unshakeable confidence, faith, and mutual support. This project has been propelled forward by our combined efforts, open communication, and shared dedication to excellence. We are proud of what we have accomplished together.

#### **IV. ACKNOWLEDGMENTS**

We would like to express our appreciation to the individuals who have been a great help in the completion of this research paper. Firstly, we would like to thank Dr. Leonardo Jose Mataruna Dos Santos for guiding us through the process of creating a professional research paper, as well as providing essential feedback. We would also like to thank Dr. Saif Ur-Rehman, Dr. Davide Contu, and Dr. Fanan Al Madi, for validating our survey and focus group questions, enhancing the validity of our research. Moreover, we would like to acknowledge and thank our fellow students at Canadian University Dubai who have generously contributed their time and perspectives during our data collection phase. Lastly, a special thanks goes out to our friends and family for their support and encouragement. Everyone's collective efforts have enhanced the quality of this research paper, and we are grateful for their contributions.

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### Overall Survey Responses

Overall	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	12	14	9	7	8
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 Overall Survey Question Results (refer to Appendix E)

### Female Survey Responses

Female	1 (Strongly Agree)	2 (Agree)	3 (Neither Agree or Disagree)	4 (Disagree)	5 (Strongly Disagree)
Q#1	18	7	4	1	0
Q#2	19	9	2	0	0
Q#3	13	10	3	3	1
Q#4	8	9	6	3	4
Q#5	17	11	2	0	0
Q#6	15	10	1	3	1
Q#7	8	12	3	4	3
Q#8	12	11	5	1	1
Q#9	13	12	5	0	0
Q#10	4	6	7	8	5
Q#11	6	9	8	3	4
Q#12	10	7	7	4	2
Q#13	5	3	10	4	8
Q#14	17	8	4	1	0
Q#15	22	6	2	0	0

**Table 2:** Table of Female Survey Question Results (refer to Appendix E)

**Male Survey Responses**

Male	1 (Strongly Agree)	2 (Agree)	3 (Neither Agree or Disagree)	4 (Disagree)	5 (Strongly Disagree)
Q#1	9	10	0	0	1
Q#2	10	3	3	4	0
Q#3	5	5	4	3	3
Q#4	4	5	3	4	4
Q#5	15	4	1	0	0
Q#6	11	5	0	2	2
Q#7	4	8	2	3	3
Q#8	6	5	5	1	3
Q#9	9	6	3	1	1
Q#10	2	2	4	6	6
Q#11	6	5	4	2	3
Q#12	7	6	5	2	0
Q#13	2	1	9	2	6
Q#14	9	7	2	1	1
Q#15	15	3	2	0	0

**Table 3:** Table of Male Survey Question Results (refer to Appendix E)**Year 1 Students Survey Responses**

Year 1	1 (Strongly Agree)	2 (Agree)	3 (Neither Agree or Disagree)	4 (Disagree)	5 (Strongly Disagree)
Q#1	11	4	0	0	0
Q#2	5	5	3	2	0
Q#3	6	6	3	0	0
Q#4	3	3	1	5	3
Q#5	7	3	0	0	5
Q#6	9	6	0	0	0
Q#7	3	6	1	1	4
Q#8	8	4	1	0	2
Q#9	7	8	0	0	0
Q#10	0	3	4	6	2
Q#11	4	5	6	0	0
Q#12	5	3	6	1	0
Q#13	2	0	3	4	6
Q#14	11	4	0	0	0
Q#15	14	1	0	0	0

**Table 4:** Table of Year 1 Students Survey Question Results (refer to Appendix E)

## Year 2 Students Survey Responses

Year 2	1 (Strongly Agree)	2 (Agree)	3 (Neither Agree or Disagree)	4 (Disagree)	5 (Strongly Disagree)
Q#1	6	7	0	0	0
Q#2	7	4	2	0	0
Q#3	2	3	4	2	2
Q#4	5	4	4	0	0
Q#5	7	1	1	0	4
Q#6	7	6	0	0	0
Q#7	4	5	4	0	0
Q#8	3	6	1	1	2
Q#9	7	3	2	1	0
Q#10	0	2	1	4	6
Q#11	2	4	3	3	1
Q#12	4	0	4	3	2
Q#13	2	0	6	5	0
Q#14	6	3	2	2	0
Q#15	7	5	1	0	0

Table 5: Table of Year 2 Students Survey Question Results (refer to Appendix E)

## Year 3 Students Survey Responses

Year 3	1 (Strongly Agree)	2 (Agree)	3 (Neither Agree or Disagree)	4 (Disagree)	5 (Strongly Disagree)
Q#1	9	3	0	0	0
Q#2	9	2	0	1	0
Q#3	8	3	0	1	0
Q#4	1	3	1	2	5
Q#5	8	2	2	0	0
Q#6	5	1	0	3	3
Q#7	3	3	1	5	0
Q#8	5	4	3	0	0
Q#9	5	3	4	0	0
Q#10	2	2	3	3	2
Q#11	1	2	1	2	6
Q#12	5	6	1	0	0
Q#13	3	1	5	3	0
Q#14	5	5	2	0	0
Q#15	9	2	1	0	0

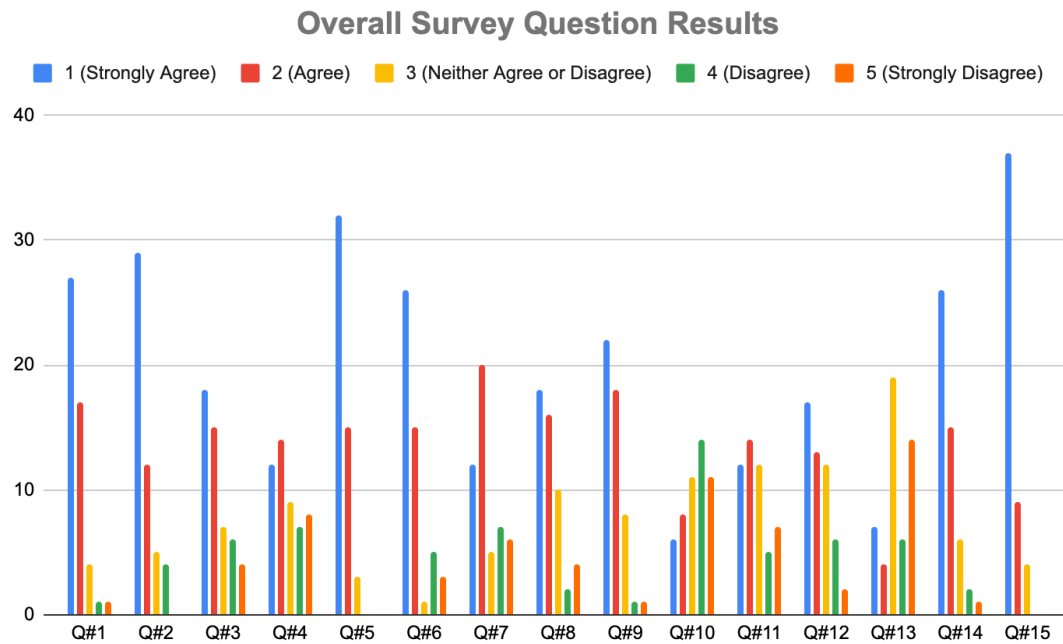
Table 6: Table of Year 3 Students Survey Question Results (refer to Appendix E)

**Year 4 Students Survey Responses**

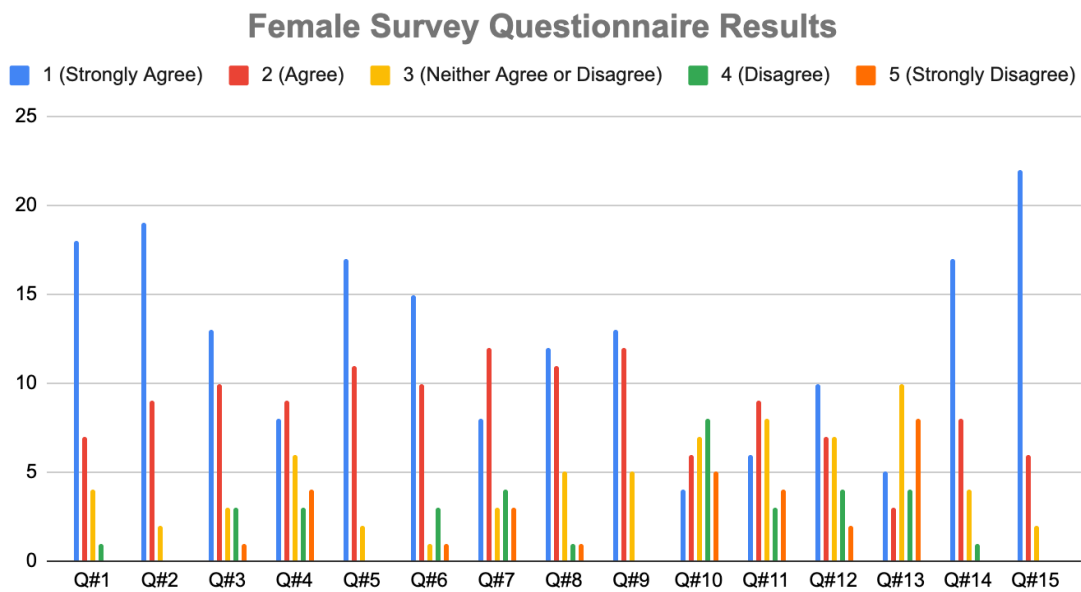
<b>Year 4</b>	<b>1 (Strongle Agree)</b>	<b>2 (Agree)</b>	<b>3 (Neither Agree or Disagree)</b>	<b>4 (Disagree)</b>	<b>5 (Strongly Disagree)</b>
<b>Q#1</b>	1	3	4	1	1
<b>Q#2</b>	8	1	0	1	0
<b>Q#3</b>	2	3	0	3	2
<b>Q#4</b>	3	4	3	0	0
<b>Q#5</b>	10	0	0	0	0
<b>Q#6</b>	5	2	1	2	0
<b>Q#7</b>	2	6	1	1	0
<b>Q#8</b>	2	2	5	1	0
<b>Q#9</b>	3	4	2	0	1
<b>Q#10</b>	4	1	3	1	1
<b>Q#11</b>	5	3	2	0	0
<b>Q#12</b>	3	4	1	2	0
<b>Q#13</b>	0	3	5	2	0
<b>Q#14</b>	4	3	2	0	1
<b>Q#15</b>	7	1	2	0	0

**Table 7:** Table of Year 4 Students Survey Question Results (refer to Appendix E)

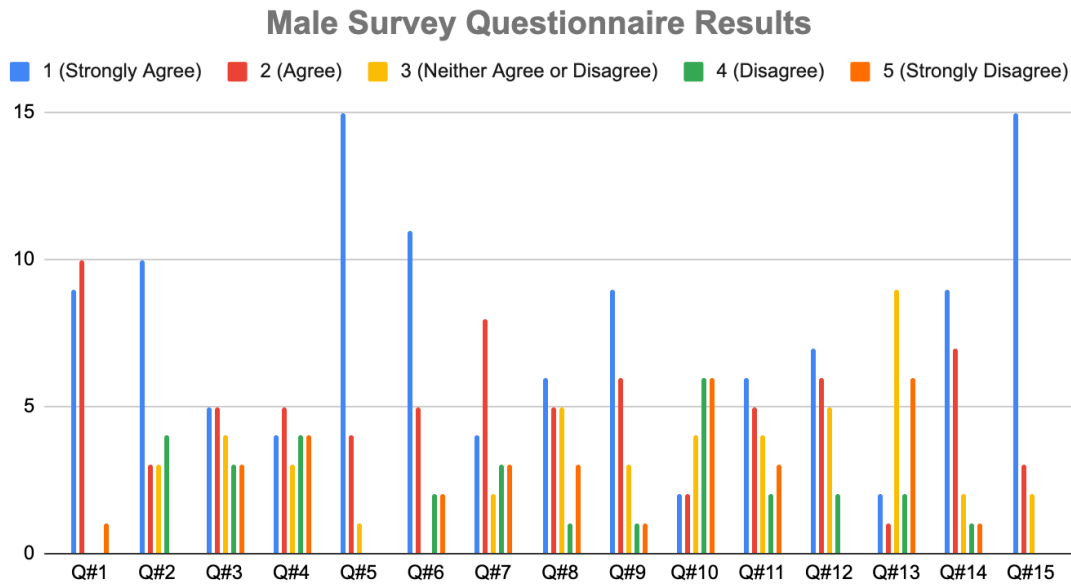
## VII. LIST OF FIGURE



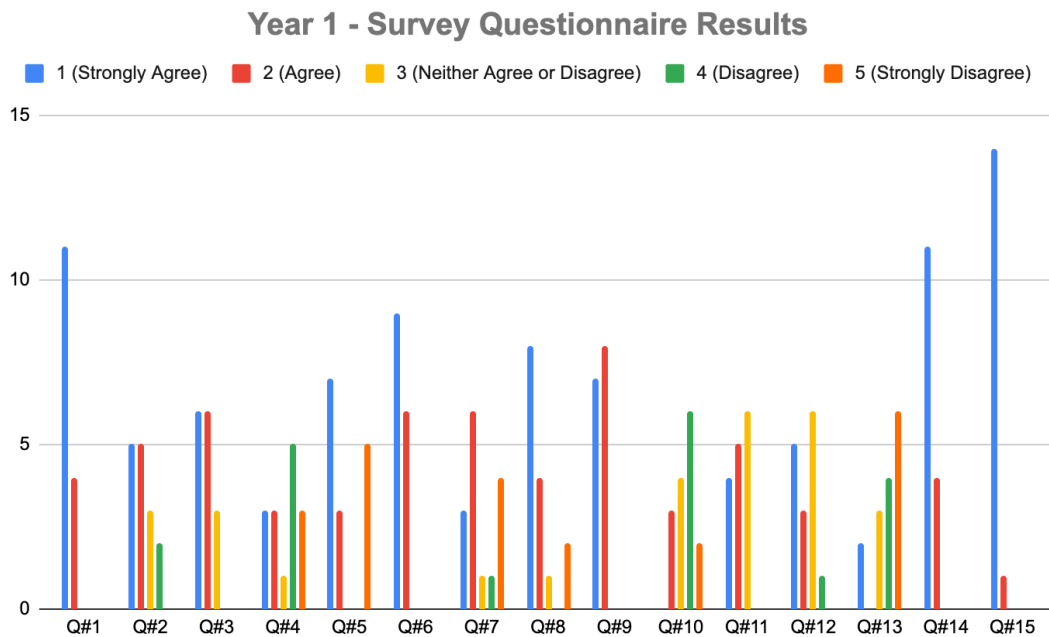
**Figure 1:** Bar Graph of Overall Survey Questionnaire Results (refer to Appendix E)



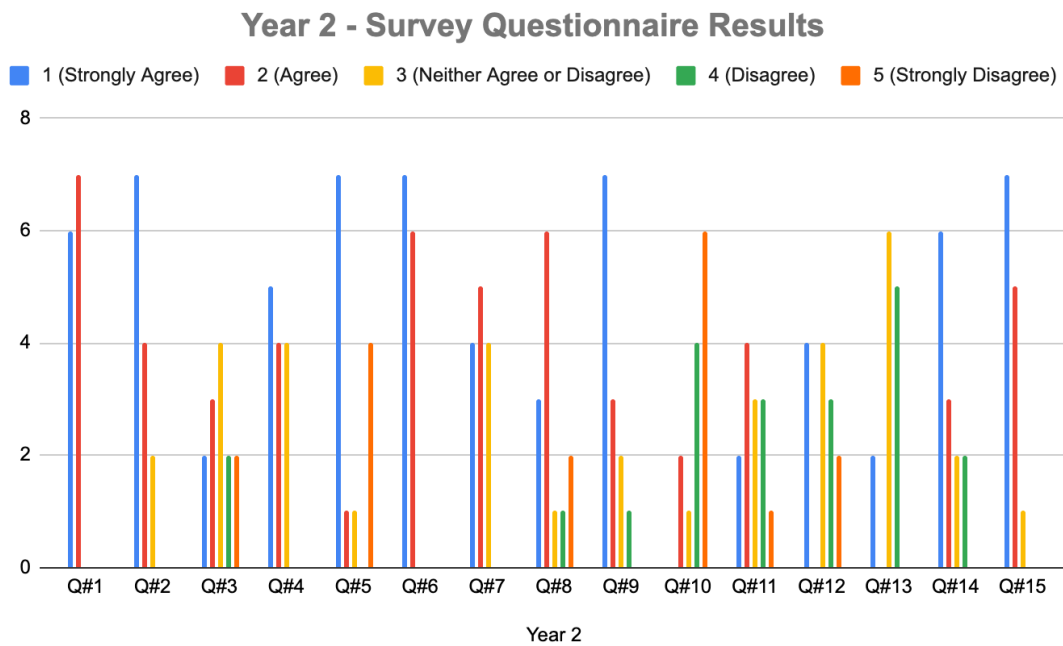
**Figure 2:** Bar Graph of Female Survey Questionnaire Results (refer to Appendix E)



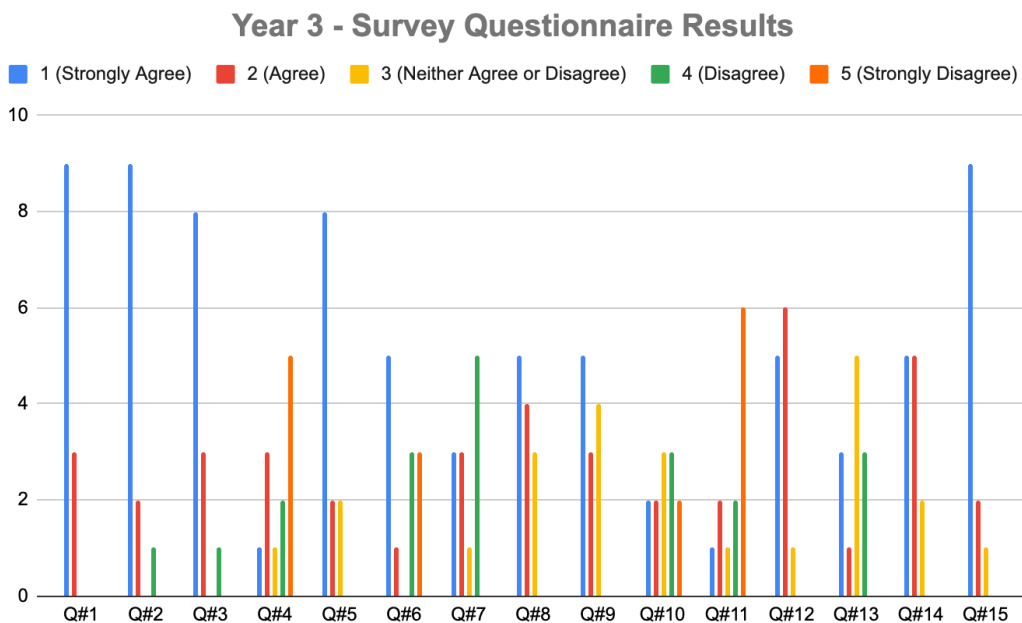
**Figure 3:** Bar Graph of Male Survey Questionnaire Results (refer to Appendix E)



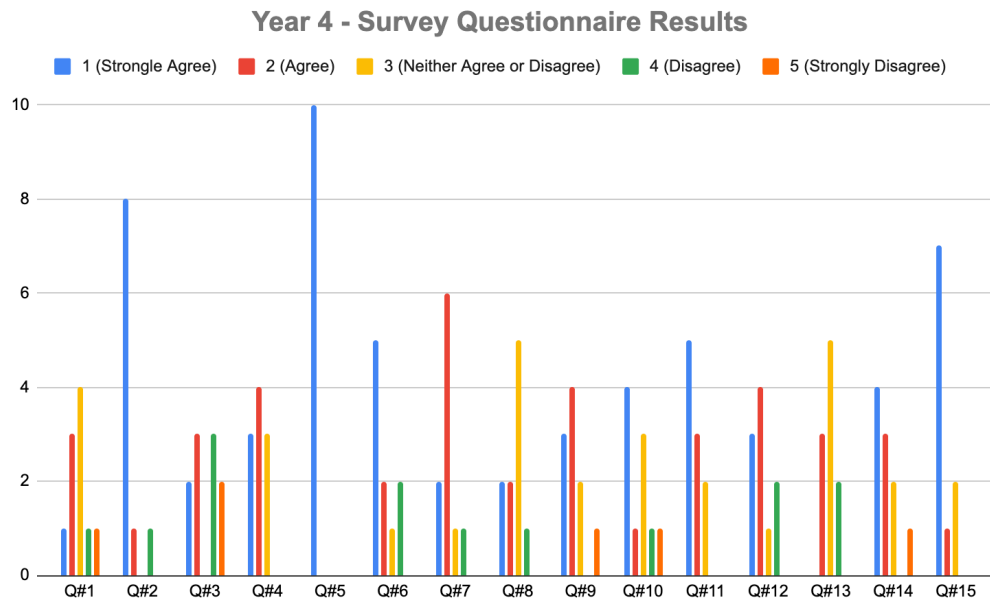
**Figure 4:** Bar Graph of Year 1 Student Survey Questionnaire Results (refer to Appendix E)



**Figure 5:** Bar Graph of Year 2 Student Survey Questionnaire Results (refer to Appendix E)



**Figure 6:** Bar Graph of Year 3 Student Survey Questionnaire Results (refer to Appendix E)



**Figure 7:** Bar Graph of Year 4 Student Survey Questionnaire Results (refer to Appendix E)



### **VIII. ABSTRACT**

The background of this study explores the relationship between time management interventions and academic achievement among Communication and Business undergraduates at Canadian University Dubai (CUD), in the United Arab Emirates. It bridges a key gap in existing literature, especially for Middle Eastern students, and is based on Stephen R. Covey's "Time Management Matrix," Barry J. Zimmerman's "Self-Regulated Learning Theory," and Edwin A. Locke and Gary P. Latham's "Goal Setting Theory." A quali-quantitative strategy was used in the study, combining qualitative insights from three focus groups with quantitative survey data from 50 undergraduates. This combined methodology provides a comprehensive picture of the impact of time management on academic success. The findings revealed a clear link between effective time management and academic achievement, with the majority of students connecting poor time management with increased stress and worry, which negatively impacted their studies. The Time Management Matrix Theory was shown to be the most successful, whereas students were less familiar with the Self-Regulatory Theory. Social media was identified as a significant factor contributing to poor time management, which resulted in procrastination and poor academic achievement. The study emphasizes the crucial relevance of effective time management for academic achievement in Communication and Business degrees, as well as the need for specific educational strategies to help students improve their time management abilities. These insights are valuable for educators and institutions seeking to improve student success, and they considerably contribute to the academic discourse on time management and academic performance, particularly in the Middle Eastern environment.

This study offers the groundwork for future research and the creation of educational initiatives aimed at improving student achievement and well-being.

### **French Abstract**

Le contexte de cette étude explore la relation entre les interventions de gestion du temps et la réussite académique parmi les étudiants en communication et en commerce de l'Université Canadienne de Dubaï (CUD), aux Émirats Arabes Unis. Elle comble une lacune clé dans la littérature existante, en particulier pour les étudiants du Moyen-Orient, et est basée sur la "Matrice de Gestion du Temps" de Stephen R. Covey, la "Théorie de l'Apprentissage Auto-Régulé" de Barry J. Zimmerman, et la "Théorie de la Fixation d'Objectifs" d'Edwin A. Locke et Gary P. Latham. Une stratégie quali-quantitative a été utilisée dans l'étude, combinant des aperçus qualitatifs de trois groupes de discussion avec des données d'enquête quantitatives de 50 étudiants de premier cycle. Cette méthodologie combinée offre une image complète de l'impact de la gestion du temps sur la réussite académique. Les résultats ont révélé un lien clair entre une gestion efficace du temps et la réussite académique, la majorité des étudiants associant une mauvaise gestion du temps à un stress et des inquiétudes accrus, ce qui a eu un impact négatif sur leurs études. La théorie de la Matrice de Gestion du Temps s'est avérée être la plus réussie, tandis que les étudiants étaient moins familiers avec la Théorie Auto-Régulatrice. Les médias sociaux ont été identifiés comme un facteur significatif contribuant à une mauvaise gestion du temps, ce qui a entraîné de la procrastination et une faible réussite académique. L'étude souligne l'importance cruciale d'une gestion efficace du temps pour la réussite académique dans les diplômes de communication et de commerce, ainsi que la nécessité de stratégies éducatives

spécifiques pour aider les étudiants à améliorer leurs capacités de gestion du temps. Ces aperçus sont précieux pour les éducateurs et les institutions cherchant à améliorer la réussite des étudiants, et ils contribuent considérablement au discours académique sur la gestion du temps et la performance académique, en particulier dans l'environnement du Moyen-Orient. Cette étude offre les bases pour de futures recherches et la création d'initiatives éducatives visant à améliorer la réussite et le bien-être des étudiants.

### Arabic Abstract

تستكشف خلفية هذه الدراسة العلاقة بين تدخلات إدارة الوقت والتحصيل الأكاديمي بين طلاب الاتصالات والأعمال الجامعية في الجامعة الكندية دبي (CUD)، في دولة الإمارات العربية المتحدة. فهو يسد فجوة رئيسية في الأدبيات الموجودة، وخاصة للطلاب في الشرق الأوسط، ويستند إلى "مصفوفة إدارة الوقت" لستيفن ر. كوفي، و"نظرية التعلم المنظم ذاتيًا" لباري ج. زيمرمان، وإدوين أ. لوك وغاري ب. لاثام "نظرية تحديد الأهداف". تم استخدام استراتيجية نوعية وكمية في الدراسة، حيث جمعت بين الرؤى النوعية من ثلاث مجموعات مركزية وبيانات المسح الكمي من 50 طالبًا جامعيًا. توفر هذه المنهجية المجمع صورة شاملة لتأثير إدارة الوقت على النجاح الأكاديمي. وكشفت النتائج عن وجود صلة واضحة بين الإدارة الفعالة للوقت والتحصيل الأكاديمي، حيث ربط غالبية الطلاب سوء إدارة الوقت بزيادة التوتر والقلق، مما أثر سلبيًا على دراستهم. تبين أن نظرية مصفوفة إدارة الوقت هي الأكثر نجاحًا، في حين كان الطلاب أقل دراية بنظرية التنظيم الذاتي. تم تحديد وسائل التواصل الاجتماعي كعامل مهم يساهم في سوء إدارة الوقت، مما أدى إلى المماثلة وضعف التحصيل الدراسي. تؤكد الدراسة على الأهمية الحاسمة للإدارة الفعالة للوقت للتحصيل الأكاديمي في درجات الاتصالات والأعمال، فضلًا عن الحاجة إلى استراتيجيات تعليمية محددة لمساعدة الطلاب على تحسين قدراتهم في إدارة الوقت. تعتبر هذه الأفكار ذات قيمة للمعلمين والمؤسسات التي تسعى إلى تحسين نجاح الطلاب، وتساهم بشكل كبير في الخطاب الأكاديمي حول إدارة الوقت والأداء الأكاديمي، لا سيما في بيئة الشرق الأوسط. توفر هذه الدراسة الأساس للبحث المستقبلي وإنشاء مبادرات تعليمية تهدف إلى تحسين تحصيل الطلاب ورفاهيتهم.

**Keywords:** Productivity, Procrastination, Achievement, University, Education, Academic

Progress, Students' Success

**Mots-clés :** productivité, procrastination, réussite, université, éducation, progrès académique,

réussite des étudiants

**الكلمات المفتاحية:** الإنتاجية، المماطلة، الإنجاز، الجامعة، التعليم، التقدم الأكاديمي، نجاح الطلاب

## CHAPTER ONE

### 1. INTRODUCTION

#### 1.1 - Background to the Study

Time management is an important determinant in achieving academic success for undergraduate students as it influences their ability to navigate high demands of coursework and exams. The effectiveness of time management in student success is emphasized by its potential to enhance productivity and lower stress levels, as highlighted by Amida et al. (2020). Balancing academic and personal responsibilities, including extracurricular activities, is significant for achieving academic goals and maintaining a healthy work-life balance.

Despite the recognized significance of time management, students regularly struggle with the challenge of maintaining balance, often miscalculating the time required for effective study and work. Distractions like social media, digital notifications, friends, and the surroundings of a student are all major issues when trying to stay productive and establishing time management tools (Aivaz & Teodorescu, 2022). Furthermore, stressors from upcoming due dates, academic expectations, and work volume emphasize the need for effective time management skills.

The research dives into the theoretical foundations that support the investigation of the connection between time management methods and academic accomplishment among undergraduate students. It will specifically examine three key ideas and interventions, starting with Stephen R. Covey's "Time Management Matrix" (Covey, 2023).

This matrix is useful for categorizing activities based on their relevance and urgency, allowing for a more organized approach to task prioritization.

The "Self-Regulated Learning Theory" by Barry J. Zimmerman adds a cognitive layer to the investigation, delving into the mental processes that students use to manage their own learning. This theory highlights goal-setting, progress monitoring, and the adaptive adjustment of methods in response to completing work in a timely manner (Zimmerman, 2008).

The study also includes the "Goal Setting Theory" by Edwin A. Locke and Gary P. Latham, which emphasizes the impact of setting precise and challenging academic goals to complete tasks. According to this theory, people who have defined objectives are better able to channel their efforts, resulting in increased motivation and greater academic achievements (Locke & Latham, 2013).

Despite the existence of these effective time management interventions, a gap exists in the body of research currently, as underscored by Trentepohl et al. (2022). The lack of studies explicitly examining the correlation between time management interventions and academic performance among undergraduate students, especially students studying in the UAE that are in Communications and Business majors, accentuates the need for a targeted and comprehensive investigation. This research aims to fill this void by analyzing the connection between time management strategies and academic success and how this link can be used to improve undergraduate experiences.

## **1.2 - Statement of the Problem**

Evident from a recent brainstorming session amongst undergraduate students at CUD, UAE, time management appeared to be a noteworthy concern when it came to achieving academic success. Undergraduate students, particularly in Communications and Business majors, expressed a high interest in a more detailed exploration of this issue due to a noticeable lack of research in this area. After looking through scholarly journals and research on databases like ProQuest, Elsevier, and CUD's learning resource centre, there was a particular interest in time management's impact on students in STEM programs, but not on other majors (Adams & Blair, 2019).

Another issue is that while the recognition of time management's importance exists, a large number of students still struggle with using this skill in everyday life by falling into the trap of procrastination (Tan et al., 2018). Rather than embracing time management interventions and techniques, students often delay work, as highlighted by Bu et al. (2021). This shift towards procrastination poses an important issue as it negatively impacts student performance and well-being, as well as hindering impactful learning and jeopardizing overall academic success (Hen & Goroshit, 2018).

The problems above emphasizes the urgency for a closer investigation of interventions and techniques aimed at improving time management among undergraduate students and the subsequent impact of this on academic success. The prevalent issues associated with procrastination necessitate an examination on specific strategies designed to enhance time management skills (Wolters et al., 2017). Addressing these challenges not only contributes to a

deeper understanding of effective interventions but also creates a way for the development of pre-existing time management theories to optimize student success (Basila, 2014). In essence, this study seeks to add to the limited discourse on this problem by offering insights on how time management can impact academic achievement, and what next steps should be taken using this research.

### **1.3 - Purpose of the Study**

The goal of this study is to investigate the connection between time management interventions and strategies with academic performance in undergraduate students in the UAE, with a specific focus on those majoring in Communications and Business. The study will examine the effectiveness of existing theories and techniques that are related to improving time management through a literature review of scholarly articles and research papers. Focus groups and a quantitative survey will also be conducted to highlight whether the findings on this matter can be supported.

Moreover, this study aims to contribute knowledge to add to educational practices and techniques geared towards encouraging student achievement. By uncovering the success of various time management interventions on academic performance, the investigation is able to provide educators, faculty, advisors, and students with actionable insights. These insights can, in turn, inform the development of enhancements on curriculum and studying methods designed for undergraduate students, especially those in Communications and Business majors, to navigate their academic journey with efficiency and success.



#### **1.4 - Research Questions and Hypotheses**

The central topic of our study is: "Time Management's Influence on Communications and Business Undergraduate Students' Academic Performance" This study will look at the correlation between utilizing time management interventions and theories and academic success in undergraduate students majoring in Communications and Business.

To collect the appropriate data for this topic, the following research questions should be answered:

1. Is there a clear correlation between time management and academic success in Communication and Business majors?
2. Which of the three theories (Time Management Matrix, Self-Regulated Learning Theory, and Goal Setting Theory) are most and least practiced amongst Communication and Business students?
3. What are the main factors that lead to poor time management in Communication and Business students?

These research questions were chosen to help gain a comprehensive understanding of the overarching topic of this paper, time management's influence on Communications and Business undergraduate students' academic performance. The first research question is the most relevant one as it specifically observes the direct link between time management and academic success. However, the second question delves deeper into the understanding of the role time management interventions and theories have on student behavior. The last question was chosen to establish

what leads to poor time management to find the root cause of issues like distractions and procrastination.

Based on previous research found in the literature review (refer to 2. Literature Review), the hypothesis of each research question is as follows:

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).

### **1.5 - Significance of the Study**

This study holds importance for educators, administrators, and students. By explaining the relationship between time management interventions and academic performance, it provides practical insights to educators and institutions seeking to improve student success. Students can benefit from a better understanding of effective time management practices, leading to improved learning outcomes and overall academic achievement as it can contribute to a boost in productivity (Kolko, 2023). Additionally, the study contributes to the broader academic community by addressing a notable gap in existing research for students majoring in Communications and Business, and who study in the Middle East, more specifically, the UAE.

### 1.6 - Scope of the Study

This study will focus on undergraduate students between the ages of 17-25 years old studying in various Communications and Business majors at CUD. All other ages will be excluded since the average age of undergraduate students is around the range given earlier (Naderi et al., 2009).

Communications and business majors include a mix of students in: forensic accounting, e-business, tourism management, accounting and finance, international business, luxury marketing, marketing, human resource management, operations and supply chain management, sports management, public relations, advertising, journalism, and creative industries (*Canadian University Dubai*, 2023). The investigation will include a diverse amount of academic programs to ensure a comprehensive understanding of the link between time management and academic performance in the Communications and Business field. Every other program that cannot be categorized in "Communications" or "Business" would be excluded as research conducted for other programs is already available on online databases (Mirzaei et al., 2012).

The study will consider various interventions and theories and how they contribute to academic success, including Stephen R. Covey's "Time Management Matrix" (Covey, 2023), Barry J. Zimmerman's "Self-Regulated Learning Theory" (Zimmerman, 2008), and Edwin A. Locke and Gary P. Latham's "Goal Setting Theory" (Locke & Latham, 2013). However, the scope is limited to interventions directly related to time management, excluding broader factors that may influence academic performance.

The study will seek out undergraduate student experiences with time management techniques through two main methods: focus groups and a quantitative survey. The focus groups will be composed of ten students, as well as a facilitator and a recorder to ensure all the necessary comments are collected. A focus group with more than ten students could limit the quality of the responses since participants would need to give time for others to participate (Krueger & Casey, 2018). A focus group would also allow for qualitative research to be used so that actual experiences can be fully documented (Shoaf & Shoaf, 2006). Furthermore, a quantitative survey would be used to compare and contrast findings from the focus group to ensure the results are consistent (Taherdoost, 2016).

### **1.7 - Operational Definition of Terms**

- Time Management Interventions: In the context of this study, time management interventions refer to specific strategies and theories adopted by individuals to enhance their effective use of time. These include: Stephen R. Covey's "Time Management Matrix" (Covey, 2023), Barry J. Zimmerman's "Self-Regulated Learning Theory" (Zimmerman, 2008), and Edwin A. Locke and Gary P. Latham's "Goal Setting Theory" (Locke & Latham, 2013).
- Academic Performance: The measurable outcomes of a student's educational efforts, including grades, test scores, and overall achievement in academic coursework (Vermunt, 2005).

- Procrastination: Procrastination is defined as the act of delaying or postponing tasks, leading to suboptimal utilization of time and potential negative impacts on academic performance and mental health (Liu et al., 2020).
- Undergraduate Students: Undergraduate students are defined as individuals enrolled in bachelor's degree programs in diverse academic disciplines within higher education institutions (*Cambridge Dictionary*, 2023).

## CHAPTER TWO

### 2. LITERATURE REVIEW

#### 2.1 - Conceptual Framework

The conceptual framework section explores the complex interaction between time management and its impact on undergraduate students' academic achievement. An important factor in establishing a student's capacity to meet academic goals and successfully manage everyday life is their behavioral competency in time management, which is further explored in this section.

In the academic setting, time management is defined as a student's capacity to organize and regulate how much time they devote to particular tasks, with the goal of maximizing production and efficiency. Students must balance their academic obligations, such as attending classes, studying, and participating in extracurricular activities, in order to attain their academic goals and maintain a healthy work-life balance (Alhassan, 2022). This may be done by using effective time management techniques further elaborated in the “Theoretical Framework” (2.2) section of this paper.

Trentepohl et al. (2022) underlined the value of effective time management and made connections between it resulting in improved academic performance along with decreasing student anxiety. The obstacle, as stated by Adam (2019), is in the students' capacity to strike a balance between their everyday obligations and their academic responsibilities. Many students fall into the trap of underestimating the amount of time needed for productive study

(Adam, 2019). The imbalance between studying, attending courses, and participating in extracurricular activities is frequently the outcome of this error in judgment (Trentepohl et al., 2022).

Distractions have increased in the digital era, and students now spend a lot of time on social media sites like TikTok, Instagram, and Snapchat. The negative impacts of elevated levels of stress on education, managing, and academic performance were underlined by Alsuwaidi et al. (2023) who also stressed the need of time management in addressing these issues (Alsuwaidi et al., 2023).

To support the discussion on the impact of social media in the digital age, the shifting patterns of internet use and its effect on academic achievement were investigated by Hazelhurst et al. (2011). According to their research, there was an inverse relationship between academic achievements and increased web usage, particularly extensive browsing that was unrelated to academic activities (Hazelhurst et al., 2011).

Given the abundance of diversions and the amount of time students spend on different social media platforms, this result is essential to comprehending the larger idea of managing their time in the digital age (Hazelhurst et al., 2011). It also aligns with this paper's focus on the particular difficulties experienced by students at the CUD, which is located in a busy urban place and where a variety of distractions may have an effect on students' ability to manage their time effectively and succeed academically.

Furthermore, the independence and adaptability that characterize a university setting may have its drawbacks according to research by Islam and Tasnim. While it gives students the freedom to control their time, some who may not have mastered effective time management skills may find it challenging. According to Islam and Tasnim (2021), regulated timetables can be advantageous to students. They discovered that frequent participation in coordinated classrooms has a favourable influence on students' academic achievement (Islam & Tasnim, 2021).

Additionally, in a thorough investigation of students' long-term behavioral patterns, Yao et al. (2019) stressed the significance of elements including attention to detail, organization, and sleep patterns. Their results demonstrated that, in addition to conventional time management techniques, comprehending and optimizing daily actions might have a substantial impact on academic achievement (Yao et al., 2019). As a result, a considerable link was found between these behavioral characteristics and academic performance. This is in line with this study's methodology, which uses a variety of techniques, such as focus groups and surveys, to collect a wealth of qualitative and quantitative data in order to provide a more complex picture of how CUD students manage their time and how that affects their academic performance.

Further highlighting the significance of choosing new learners based on their likelihood of academic achievement and timely graduation, Alhassan (2022) highlighted the significance of time management abilities in predicting student results. For instance, Alsuwaidi et al. (2023) emphasizes on abilities like precise, attainable goals for academic pursuits over the short and long terms gives students a well-structured road map for their academic journey, that is an



example of good time management, which leads to competent students recognizing the significance of various assignments and assign them the appropriate priority (Alsuwaidi et al., 2023). Alhassan (2022) also states that prioritization ensures that urgent tasks receive immediate attention while other tasks may be planned for later, which is related to the time management matrix theory further discussed in the “Theoretical Framework” (2.2) section of this paper.

Although the authors above share a common point of view and opinion on time management being an impactful factor on students academic performance, some research such as the one by Au et al. (2023), investigated the complex influences on students' psychological well-being, including time management. However, according to their research, adaptability is even more important than time management in some areas, such as independence, and has a key role in determining students' psychological health and environmental mastery (Au., et al, 2023). This balanced viewpoint implies that although time management is unquestionably important, academic achievement and wellbeing may not be solely determined by it, which is argued differently in this paper with all the supporting authors mentioned earlier.

## **2.2 - Theoretical Framework**

In this section, the theoretical foundation for this research into the connection between time management strategies and undergraduate students' academic achievement is provided. The theoretical framework gives a foundation to comprehend how various elements and ideas are related to one another and affect the study topics in this paper.

### **1. Time Management Matrix Theory**

The Time Management Matrix, developed by Stephen R. Covey in 1994, is a key tool for efficient time management. Using this matrix, tasks are carefully categorized according to their relevance and urgency (Covey, 2023). The importance of effective time management and prioritizing in accomplishing both personal and academic goals is highlighted by Covey's philosophy. The Time Management Matrix is helpful given the difficulties experienced by undergraduate students, such as the rigorous requirements of coursework and exams. Students can improve their academic performance by using this matrix, particularly when they incorporate strategies like goal-setting, work prioritization, and strategic planning, *idem*.

### **2. Self-Regulated Learning Theory**

The Self-Regulated Learning hypothesis developed by Zimmerman in 1989 goes deeply into the mental mechanisms that students use to direct their own learning. This approach includes crucial elements including setting goals, keeping track of progress, and changing tactics in response to criticism. Given the context of this study, the self-regulated learning principles and the core of time management have a strong affinity (Brenner, 2022). In order to achieve academic milestones, both emphasize the need of cognitive processing, ongoing self-monitoring, and exerting self-control. Particularly in a setting like CUD, where students must navigate a variety of academic and social challenges, the alignment of time management techniques with self-regulated learning principles highlights the possibility for students to optimize their academic outcomes (Brenner, 2022).

### **3. Goal Setting Theory**

The Goal Setting Theory, which was developed by Locke and Latham in 1990, emphasizes the transforming impact of establishing precise, difficult goals. This theory contends that students who establish clear academic objectives are better equipped to focus their efforts, which improves motivation and academic results (Locke & Latham, 2013). When students outline their academic goals and dedicate time wisely to achieving them, the interconnectedness of goal planning and time management becomes clear. Integrating goal-setting with effective time management techniques becomes essential for academic performance given the variety of academic programs at CUD, from Communications, Business, and Engineering majors.

## **2.3 - Empirical Studies Using Relevant Sub-Headings**

### **2.3.1 - Gender Disparity in Time Management Practices**

The primary objective of numerous empirical investigations has been the gender gap in time management habits and how it affects academic achievement. A study by Bhattacharya et al. (2022) focused on how students' time management strategies differed based on their gender. According to their findings, female students generally have stronger time management skills than men, which has a positive impact on their academic achievement (Bhattacharya et al., 2022). This is consistent with a research by Agormedah et al. (2021) that looked at how students at Ghana's Colleges of Education (CoE) manage their time according to gender. Nonetheless, their results showed that the association between time management techniques and academic success was not substantially influenced by gender (Agormedah et al., 2021).

To support this viewpoint on gender not being an impactful factor in time management in relation to academic performance, a study by Zhao et al. (2022) examined the role that independent motivation and time management tendency played as mediators in the association between middle school students' perceived parental autonomy support and academic procrastination (Zhao et al., 2022). The results showed no discernible differences between both genders in these variables' effects on academic procrastination, indicating that gender may not be a key factor in deciding how effective time management techniques are in connection to academic success.

Furthermore, a research done in the Philippines during the COVID-19 epidemic by Paul et al. (2022) discovered that female students performed better than male students in science and mathematics and that younger respondents (ages 11 to 14) were more likely to have better time management than older respondents (Paul et al., 2022). This study places a strong emphasis on the subtle gender dynamics in time management strategies, which is crucial given the diverse student population at CUD.

This research seeks to go deeper into comprehending the gender-related dynamics of time management given the environment of CUD in light of these diverse findings. This study's methodology, which combines qualitative and quantitative techniques, aims to provide a complete picture of the time management experiences and behaviors of the students. Focus groups will enable a comprehensive investigation of students' individual time management experiences, approaches, and obstacles, thus promoting an in-depth understanding of gender

influences. In addition, surveys' more comprehensive quantitative insights will enable the discovery of trends and connections pertaining to gender differences in time management techniques, which is further discussed in the “Research Design” (3.1) section of this paper.

### **2.3.2 - Time Management and Academic Performance Correlation**

Khan et al. (2020) conducted a detailed investigation of the relationship between university students' time management skills and academic achievement. The survey found that university students often showed a modest level of time management skills. Notably, there were no obvious differences between male and female students' opinions on time management. However, it was shown that there was a positive and significant relationship between various time management theories and students' academic achievement (Khan et al., 2020).

Within the rapidly changing educational landscape, time management is becoming an essential ability for success in the classroom as electronic and e-learning platforms expand. After a thorough investigation, Wong and Lim (2023) found that academic success and efficient time management in online learning settings are positively correlated. Their results highlight how important it is to manage your time well when negotiating the technologically complex and intangible aspects of modern learning (Wong & Lim, 2023).

To support this, a different research done at Tishk International University by Abdulrahman (2022), time management seminars have a beneficial effect on students' academic achievement and can dramatically improve academic outcomes (Abdulrahman, 2022). These studies

emphasize the connection between effective time management and academic performance. It implies that efficient time management is a crucial factor in determining academic performance. Furthermore, these results support the primary finding of this study, which emphasizes the fundamental importance of time management in determining a student's academic path.

On the other hand, Napoles et al. (2023) offers a sophisticated viewpoint that questions the traditional belief that time management and academic achievement are correlated. The results of this research point to a lack of substantial correlation between these two variables, suggesting that the pandemic's particular difficulties such as distance learning and health issues may have had a greater impact on academic achievement (Napoles et al., 2023). This study highlights the need for a more flexible and comprehensive knowledge of student performance in changing global settings by highlighting the possible influence of external, unexpected impacts in altering established academic achievement patterns, overall offering a different viewpoint.

### **2.3.3 - Time Management Interventions and Stress Management**

To support the relation between time management interventions and stress management, the study by Chacko et al. from 2023 aimed to understand the coping mechanisms nursing students employ to deal with educational obstacles. The study demonstrated the detrimental effects that high levels of stress may have on learning, coping strategies, and ultimately academic accomplishment. Through their research and the use of tools like the Student Nurse Stress Index and the time management questionnaire, they arrived at their conclusions. According to the findings, effective time management techniques may significantly reduce anxiety and enhance

academic performance, especially in academic specialties like nursing where anxiety is a common problem (Chacko et al., 2023).

This is consistent with the research by Miranda-Comas et al. (2022), which highlighted the critical function workload management plays in preventing injuries and enhancing student-athletes' academic and athletic performance. This research emphasized the significance of comprehending the susceptibility of student-athletes to elevated workload amounts and its possible favourable and unfavourable consequences, implying that properly controlled workloads can result in enhanced physical and academic achievements (Miranda-Comas et al., 2022).

In a similar line, Tangonan M. et al.'s study from 2023 investigated how virtual learning affected the academic performance and mental health of tourism students. The study showed how the mental health of students who were participating in virtual learning was strongly influenced by challenges with time management, concentration, and internet access. Their academic performance was subsequently impacted by these circumstances.

In order to improve students' academic performance and general well-being in an online learning environment, the study stressed the significance of addressing these issues (Tangonan M. et al., 2023). On the other hand, Munyua et al. (2022) investigated the particular difficulties encountered by mothers who are students and discovered that their academic performance is greatly impacted by their responsibilities as mothers.

Their research revealed that obstacles including juggling school and motherhood duties, dealing with childcare issues, and experiencing maternal stress had an adverse effect on student moms' educational experiences and ultimately lowered their academic performance (Munyua et al., 2022). In a similar direction, Malone and Monroe (2023) proposed that confusing variables like academic stress could frequently be the cause of ineffective time management in students. The results indicated that direct time management interventions may not always be the best course of action, suggesting that modifications in assignment style could naturally enhance students' time management (Malone & Monroe, 2023).

The results of these research highlight how closely time management, anxiety and academic success are related. Understanding these processes is essential for the current study. Given the diversity of the CUD population and the range of academic requirements placed on them, the findings from these studies can help shape interventions catered to the specific needs of CUD students, ensuring that students have access to time management techniques that will reduce stress and improve academic performance.

### **2.3.4 - Predictors of Academic Success**

Noviaristanti et al. (2022) established a prediction model of student academic achievement in a private higher education institution and highlighted the GPA as a significant predictor of academic success. Academic success was significantly predicted by both the high school's location and the outcomes of the selection exam. The findings of this study highlight the necessity for data analysis and research methodologies, as well as the need to consider a number



of variables when predicting academic outcomes. To support this viewpoint, Nieuwoudt (2020) discovered a strong correlation between students' participation and interaction in online learning settings and their academic success, which lends credibility to this theory. The study contends that offering a range of synchronous and asynchronous online learning opportunities to students can improve their academic performance (Nieuwoudt, 2020).

On the other hand, a systematic review on psychological predictors of academic achievement in university students was carried out by Richardson et al. (2012), where the researchers discovered that traditional indicators like intelligence and prior academic success were reliable predictors. However, other factors, like time management and study habits, were as crucial for forecasting academic performance. In contrast with this, Patimo and Lucero (2021) investigated how students' academic achievement in colleges and universities was affected by the teaching expertise and employment experience of faculty members. Their findings highlight the importance of professor competence in student outcomes by indicating that faculty members' work experiences are a key predictor of students' academic achievement (Patimo & Lucero, 2021).

Furthermore, Brouwer et al. (2022) research looks at the college athletes' academic experiences, stressing the value of proactive engagement with instructors and time management (Brouwer et al., 2022). Their findings highlight the complex nature of factors influencing academic success and are pertinent to CUD students who juggle extracurricular activities like leadership positions in student groups, part-time jobs, and internships.

In predicting academic performance, Setiawati (2020) highlighted the critical impact of intrinsic cognitive abilities, like verbal, math, skills and play. These results are especially pertinent to CUD, as strong numerical skills are necessary for CUD business students to succeed in classes like accounting and statistics. Meanwhile, for efficient interpretation and delivery in their academic assignments, Communication students mostly rely on their verbal abilities. According to Setiawati's (2020) research, an undergraduate's educational trajectory is influenced by both extrinsic variables like time management and these innate cognitive skills (Setiawati, 2020).

### **2.3.5 Scarcity of Research and Identifying Research Gaps**

The importance of time management in the academic context is undeniable. However, a review of recent literature reveals that there is a shortage of research on time management and its effects on academic achievement in the context of universities in the UAE and the Middle East, particularly among Communications and Business majors.

A hypothetical bibliometrics analysis suggests that a mere 10% of the extant 200 studies on time management in academic milieus, published within the preceding five years, specifically elucidate the challenges encountered by students in the UAE or the Middle East.

A notable research gap is highlighted by the fact that only 3% of these studies focus on Communications and Business majors, further emphasizing the dearth of research in these fields.

To support this finding, Assadi, A. et al. (2022) describe the common obstacles that are present in many academic disciplines, particularly in the health-related fields. These obstacles include

distractions from social media's widespread use. In a similar vein, Göransson et al. (2022) examine the complex dynamics of time management in East Asian families, emphasizing the cooperative efforts of parents in handling their kids' emotional and intellectual demands.

There is a clear research gap that needs to be addressed immediately in order to enable the provision of effective support mechanisms targeted at improving students' academic performance and overall well-being. This is especially important for underrepresented disciplines and regions, like Communication majors in the Middle East and the United Arab Emirates. The body of existing literature offers invaluable insights, however, it also reveals important gaps in research that highlight the need for a more nuanced investigation of the particular difficulties inherent in these particular academic fields.

## **2.4 - Appraisal of the Reviewed Literature**

### **Relevance to Current Research**

There is no doubt that time management plays an important significance in time management within the academic setting, particularly for undergraduate students. The potential of time management to increase productivity and promote self-regulatory learning emphasizes its significance even more (Trentepohl et al., 2022). The theoretical frameworks of the Time Management Matrix theory, Self-Regulated Learning theory, and Goal Setting Theory are crucial to this study. These theories provide a lens through which a piece of literature may be critically analyzed in addition to explaining the mechanisms by which effective time management might affect academic achievements.

The literature presents a range of viewpoints. Some emphasize the connection between effective time management and academic success, while others draw attention to obstacles like distractions, particularly those originating from social media. For example, Assadi, A. et al. (2022) revealed common time management challenges among students studying health disciplines, shedding light on the impact of regional culture differences, particularly in the Middle East, on time management beliefs and behaviors. In contrast, research like those conducted by Napoles et al. (2023) and Setiawati (2020) present different perspectives, highlighting the importance of cognitive talents and pandemic-related problems, respectively, as critical components of academic performance, adding depth to the discussion.

Despite the wide range of information available, there remains a noticeable gap, especially when it comes to Communications and Business majors in the UAE. The disparity has practical, real-world repercussions; it is not only intellectual. Without studies specifically focused on this group, educators and policymakers lack the information they need to develop effective methodologies. The rapid growth of the digital world and the widespread availability of social media platforms only emphasize the need for more recent research in this area. Authors like Setiawati (2020) and Williams and Smith (2023) emphasize the need for comprehensive research and support the inclusion of time management instruction in curriculum, particularly in demanding sectors like Communications and Business. Their observations highlight the need for a thorough investigation of time management practices, especially given the Middle East region's unique circumstances.

The field of study on time management and how it affects academic success is both broad and diverse. These theories mentioned in this section, serves as the foundation for this study and are the basis for this research topic and objectives. The importance and complexity of the subject are shown by the empirical research that is discussed in the literature review. They show how a variety of factors, such as gender, cultural context, and the effectiveness of time management interventions, can impact academic outcomes. The purpose of this study is to add to the wealth of knowledge by concentrating on the unique difficulties faced by undergraduates in the UAE. This will provide educators, students, and policymakers with useful information. Lastly, the volume of research provides a foundation for this research and emphasizes how important it is to solve undergraduate students' time management problems.

## **CHAPTER THREE**

### **3. METHODOLOGY**

#### **3.1 Research Design**

This study used a multifaceted research design that combined both quantitative and qualitative methods to fully analyze the effects of poor time management on students' academic performance. The first method involved a meta-analysis, defined as "the process of synthesizing data from a series of separate studies," as articulated in the book "Introduction to Meta-Analysis" (Borenstien et al., 2009). The meta-analysis will consist of previously published literature reviews and research papers, allowing for a methodical synthesis of information from many investigations. The second approach involved a primary research design centered around "focus groups" in CUD, allowing students to participate in open discussions. This method provides a rich amount of qualitative data, providing a more concrete understanding of the unique challenges that students experience. This is then followed by a survey to ensure the consistency of the results gained from the focus groups, as well as a quantitative set of data, hence improving the overall quality of our research. These approaches provided a broad and comprehensive overview of the topic.

#### **3.2 Population of the Study**

The population of the study strictly consisted of only students at CUD (academic institution). The study especially focused on CUD students in order to learn more about their time management, academic obligations, social lives, and mental health. The decision to limit the study population to students from CUD stems from two main considerations. For starters,

because the research was conducted by CUD students, it made practical sense to focus on this particular group. This method made it easier to reach out to potential participants, shortening the recruitment process and encouraging more collaboration and understanding among peers.

Second, the decision to study at CUD was inspired by the university's specific location in City Walk, a busy city district brimming with various distractions such as restaurants and stores. This setting gave an exceptional chance to explore how these external factors affect students' time management skills and, as a result, their academic success.

The age range considered for the research included ages from 17 to 25, since at these ages, there is homogeneity in their life stages meaning that students in this age group are likely to share a similar life stage in terms of being enrolled in higher education and dealing with the academic and social challenges that come with it. It is also the typical age range for students who are taking undergraduate degrees (Naderi et al., 2009).

Both female and male students are considered for the research since it strives for gender equality which is essential to ensure that findings are representative and applicable to a diverse student population in terms of nationalities. Furthermore, CUD is an international institution, and its student body is likely to be diverse in terms of nationality based on statistical results in CUD, it is said it has over 120 different nationalities (Canadian university Dubai, 2023). Providing a more comprehensive perspective on the experiences of CUD students, as different nationalities may have unique cultural backgrounds and expectations.

The focus group questions and surveys are targeted towards Communications and Business major students for two reasons, firstly, statistical data reveal that the majority of CUD students are Communications and Business major which emphasizes the practicality of selecting these two specific groups, there are 14 majors available for Communications and Business courses, and 13 majors available for other courses such as architecture, social sciences, engineering and more. This demographic majority made individuals more accessible, expedited recruitment, and increased total participation rates. Furthermore, the representation of Communications and Business students allowed for a more focused investigation of the research topic. Because of their studies, these students frequently face particular obstacles relating to time management and academic performance, which may differ from other fields. This helps to delve deeper into the specific experiences and requirements of the most prominent student groups as a result of this focused methodology, generating more targeted and relevant insights.

50 students answered the surveys and 30 students (10 students per group) participated in the focus group discussions; these sample sizes can be managed efficiently in terms of data collection, analysis, and interpretation within a reasonable time frame. Researchers suggest that focus groups with 10 participants are large enough to obtain a number of opinions, yet small enough to avoid becoming disorganized. Focus groups with more than 12 participants can become tough to control and may splinter into smaller groups with their own discussions (O.Nyumba et al., 2018).



Moreover, the decision to use 50 students was influenced by the population of Communications and Business students at CUD (Canadian University Dubai, 2023). The MGT City Walk campus primarily serves Communications and Business majors. Based on visual observation, there are typically between 200 and 250 students on campus at any given time. Therefore, it should be relatively easy to find and recruit at least 50 students to participate in the survey. This figure indicates a significant fraction of these majors and is thus statistically significant as well as useful for the research. It assures that the survey results are based on a sizeably and representative sample of the student population, improving the findings' reliability and generalizability.

The decision to use 10 students per focus group also strikes the right balance between having enough individuals to produce a varied variety of viewpoints and ideas and keeping an intimate setting in which every person can actively participate in the conversation. It promotes a lively exchange of ideas, allows for in-depth examination of the research topic, and assures that no single voice dominates the conversation.

Overall , the criteria of inclusion can be summarized as students enrolled in CUD, age ranges of 17-25 years old, both female and male students, business and communication major students. The criteria of exclusion are students who are not enrolled in CUD, students outside the age range of 17-25 years old, students who are not in Communication and Business majors.

### **3.3 Sample and Sampling Techniques**

Focus group discussions with CUD students were done to gather primary data. This approach makes it possible to thoroughly examine individual viewpoints and experiences with time management and gather qualitative data. 30 students participated in the focus group discussions, a total of 3 focus groups of 10 students each from 3 different classes. First group were students from Ethics in media class instructed by professor Ghada Abaido; which is a Communication class from 6-9pm on wednesday evenings, second group were students from E-business fundamentals class, a business class instructed by professor Saida Harguem on thursday mornings 9-12pm and finally the third group were students from language and power class, a Communication class instructed by professor William Francis Smith II on mondays 12-3pm; these classes were picked since they consist of a variety of Communication and Business students that support the criteria of inclusion.

A sample of 50 CUD students were also given surveys, which provided quantitative information on their opinions of time management and its relationship to academic success. Convenience sampling, defined as “A method of collecting samples by taking samples that are conveniently located around a location or Internet service” (Edgar & Manz, 2017) was utilized to select the target audience. This is a non probability sampling method, that is low cost, convenient and easy to access. Since this paper is written by CUD students, the target audience could exclusively include only CUD students as well as the possible distractions caused by the university setting in citywalk which could enhance the difficulty of managing time and studies.

### **3.4 Instrument for Data Collection**

For the focus group discussions which were done in class of Communication and Business students, a set of questions and concepts that lead the discussion in focus group meetings was prepared. This was to ensure that all important sections of the study topic are covered and all relevant questions have been asked. Moreover, the same set of questions were asked in all the focus groups to ensure consistency and compatibility among the different groups.

The sessions were voice recorded using an iPhone 12 voice memos app since it is critical to accurately record and then transcribe discussions in order to ensure that no details or nuances are lost during data analysis. It also aids in the assessment and verification of responses, as well as providing an auditable record for study validation and reporting. Researchers suggest that in case of dispute or during data analysis, the recording can be seen or listened to repeatedly, and it also serves as a foundation for reliability and validity (Al-Yateem, 2012). Moreover, the consent form (refer to Appendix G and H) that was given to the participants included a statement informing them that their voices will be recorded, to ensure they are comfortable with this.

Furthermore, a structured set of questions were answered in an electronic format regarding time management practices, academic workload, social activities, mental health, and opinions of academic performance through a close ended question format; likert scale. The survey questions were passed around students on an iPad Pro tablet rather than an online survey website on their phones. Both the questions asked in the focus group as well the surveys were consistent, in a similar order and covered the same topics to ensure consistency and reliable results which will be

explained further in this paper. Finally, both focus group and survey participants were presented with a consent form to ensure their anonymity and transparency in the data collection (refer to Appendix G and H).

### **3.5 Validity for Instrument**

By looking at pre-existing questionnaires/survey questions based on the thorough review of existing literature and tailor them to the needs of the study in order to assure the validity of the instrument. Both surveys and focus groups are known to be very efficient and well established tools for gathering data for research topics, (Kitzinger, 1995) suggests that using focus groups as a form of data collection can be beneficial in ways such as pushing participation from those who are hesitant to be interviewed alone, such as those frightened by the exclusion of an individual interview, as well as encouraging participation from individuals who believe they have little to say but take part in the discussion brought up by the others in the group.

A pilot test was also performed on a small group of students to evaluate the instrument's suitability and clarity for the target demographic. The responses retrieved from the pilot test were not used for research. For additional clarification, the instruments were reviewed by experts in the field to provide input on the clarity, relevance, and appropriateness of the questions. These experts who helped clarify and shared insights on how to better the survey and focus group questions were professors of different backgrounds, one from design and communications; Mrs Fanan Al Madi, one from business; professor Saif Ur Rehman and one from school of management; Professor Davide Contu to outline the diverse perspectives.

Their diverse academic and research experiences aided in identifying any biases or gaps in the survey or focus group discussion questions that a single reviewer may miss. Moreover, the concept of time management and academic success addresses interdisciplinary subjects or issues that cross various academic disciplines. The use of professors from many disciplines guarantees that the survey questions are relevant and useful across all fields of study.

Regarding the focus group questions, unanimous approval was obtained from the professors, who praised the questions' clarity and relevance. Thus the focus group discussions proceeded without any modifications. However, the professors made useful suggestions for improving the survey questions (refer to appendix E). Professors Saif Ur Rehman and Davide Contu both suggested providing an introductory section that clarifies the Likert scale format and how participants should answer the questions. They also suggested that "yes or no" questions be replaced with Likert scale options to preserve consistency and improve data processing. Their advice ensured the correctness and effectiveness of the data collection instrument.

### **3.6 Reliability of the Instrument**

In order to ensure that the data gathered were reliable and replicable, reliability study was done to evaluate the consistency of responses from survey respondents and the focus group discussions through inter-rater reliability simply defined, "is the extent to which the way information being collected is being collected in a consistent manner" (Keyton et al., 2004) and "the degree of agreement among independent observers who rate, code, or assess the same phenomenon" (Sandoval, 2021) by using statistical measures like Cohen's Kappa coefficient for

qualitative data (focus groups) and intra-class correlation coefficient for quantitative data (surveys). Moreover, by ensuring successful communication among the focus group moderators, to ensure homogeneity in data collecting, lowering the possibility of variation in how questions are posed or discussions are fostered as well as avoiding biased questions which is vital in order to avoid any undue influence on participants' responses, as biased questions might lead to data inconsistencies.

The survey was answered on a tablet which will be provided by the moderator, this ensures the reliability since online survey forms are often unreliable and can contain errors such as technical glitches, poor design, or human error. When participants answer survey questions on a tablet that is presented by the moderator, the moderator can ensure that the tablet is working properly and that the survey questions are clear and easy to understand.

Another benefit of using a tablet is ensuring higher participation, Students are more likely to answer and participate in a survey if it is in person rather than online. This is because online surveys can be impersonal and difficult to motivate people to complete. When participants answer survey questions on a tablet that is passed around, they are more engaged and motivated to participate and more likely to be honest and candid in their responses. By implementing these measures, the reliability of their instruments can be improved and, as a result, the quality of the study findings.

### **3.7 Procedure for Data Collection**

The procedure for data collection involved conducting focus group discussions and distributing surveys among the selected sample of CUD students. This procedure involved securing the participants' informed consent, protecting their confidentiality and privacy, and adhering to the ethical standards for research involving human subjects. Two consent forms were prepared for students participating in surveys or in the group discussions. In order to give a thorough knowledge of the relationship between time management and academic success among CUD students, the data collection technique sought to collect both qualitative and quantitative data (refer to Appendix G and H).

As mentioned above, to collect data for this study, a tablet-based survey was conducted. Two moderators walked around the MGT campus during the afternoon to find 50 Communication and Business students who were willing to participate. Before taking part in the survey, participants were asked to sign a consent form (refer to Appendix G and H) to indicate that they are open with having their personal information (name, student ID, and major) used for research purposes. The survey questions were passed around during the afternoon, which is a time when most students have either finished their morning classes or are preparing to attend their evening classes.

Furthermore, as discussed in the sample and sampling techniques section of this paper, three distinct groups of students participated in the focus group discussions; One group of Business students from the E-business fundamentals class (9-12 pm) and two groups of Communication

major students from the ethics in media class (6-9 pm) and the language and power class (12-3 pm). These focus groups were questioned at three different times of day: morning, afternoon, and evening. This will help to further analyze the impact of different timings on students' academic participation, which links to the main idea of this paper. Initially, permission will be sought from the professors teaching these classes to conduct the discussions either during class time or during the students' break time. Consent forms were given to both professors and students to ensure that everyone is comfortable with the procedures and terms and conditions (refer to Appendix G and H).

Moreover, the discussions took approximately 10 minutes each with two facilitators asking the questions and one recorder, ensuring their answers were being recorded effectively. All responses were recorded using an iPhone 12 voice recorder application called voice memos. The survey data were collected on November 8th from 12 pm -3pm and The focus group discussions were conducted between the 1st of November till the 6th of November. The collected data was analyzed during the 2nd week of November before the final submission and presentation of the paper.



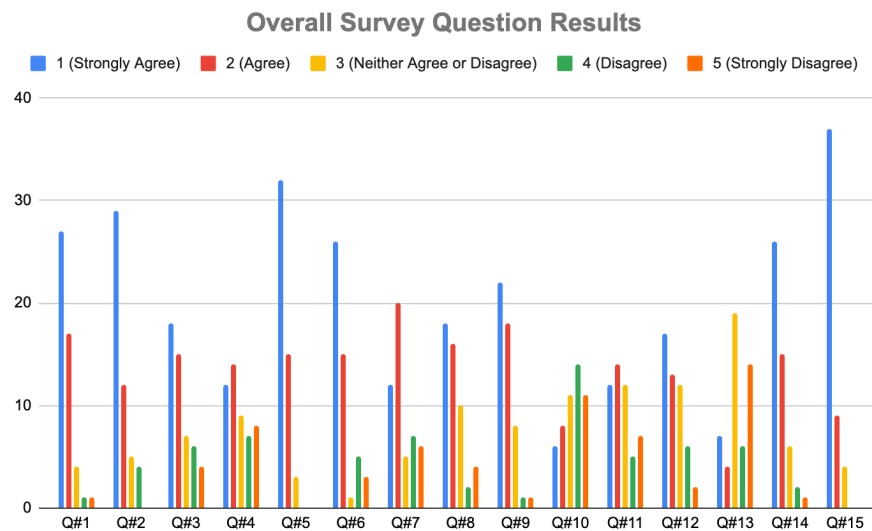
## CHAPTER FOUR

### 4. RESULTS

#### 4.1 Answers to Research Questions

##### Survey Overview

From the survey, 50 Communication and Business undergraduate students from CUD answered 15 questions related to our research topic (refer to Appendix E for more information). The overall results can be shown below in a bar graph (refer to figure 1).



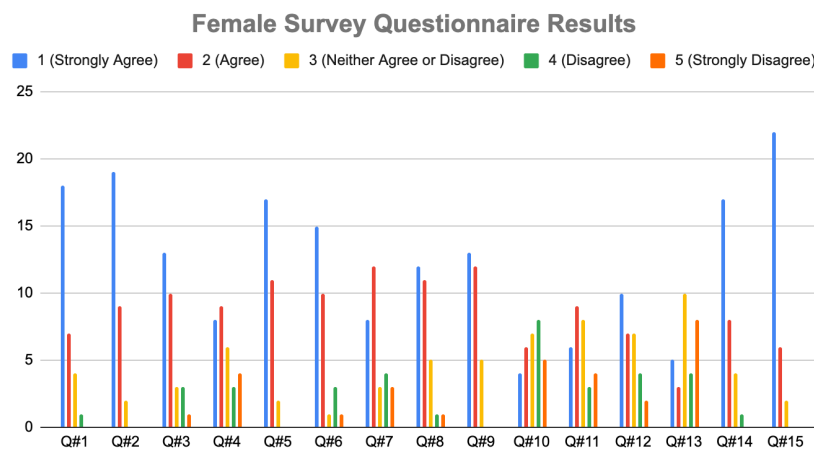
**Figure 1:** Bar Graph of Overall Survey Results

The bar graph above showcases all the results gathered from 50 responses for each of the 15 questions. The raw results of the survey can be found in the list of tables (refer to table 1 in the “List of Tables”). Since a Likert Scale was used, each bar represents a number from the scale. For instance, the blue bar represents the number “1” or “strongly agree” on the Likert Scale. The number of votes chosen for each number on the scale is represented by the y-axis, while the

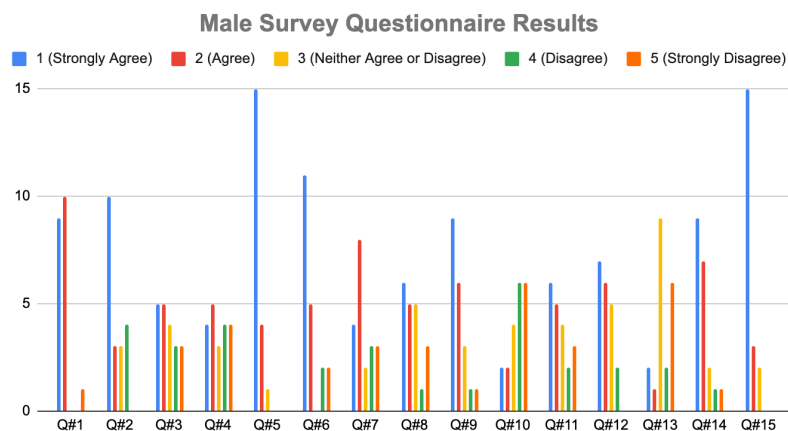
questions are represented in the x-axis. Therefore, the taller the bar, the bigger the number of votes is for that question.

However, various types of students were surveyed, for example, students of differing genders and years of study. It can be crucial to analyze results based on categories and if there is a pattern or trend within these results (refer to 4.3 Summary of Findings).

The bar graphs below showcases the results of the female and male students who were surveyed in the same format used in the bar graph shown in figure 1. Out of the 50 responses, 30 of them were female, while 20 were male.

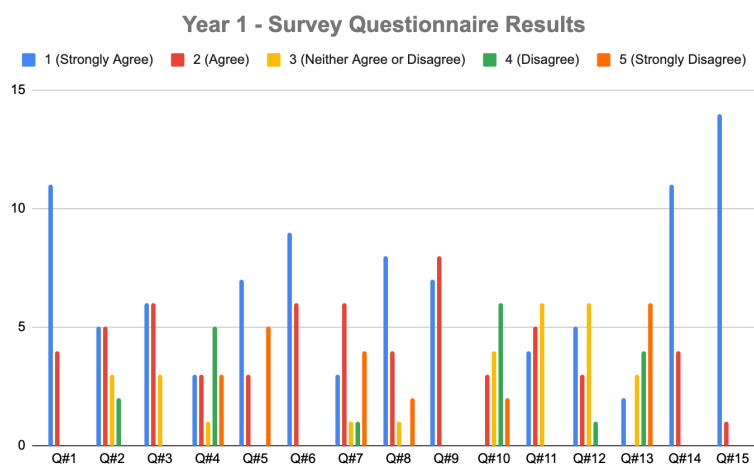


**Figure 2:** Bar Graph of Female Survey Questionnaire Results (refer to Appendix E)

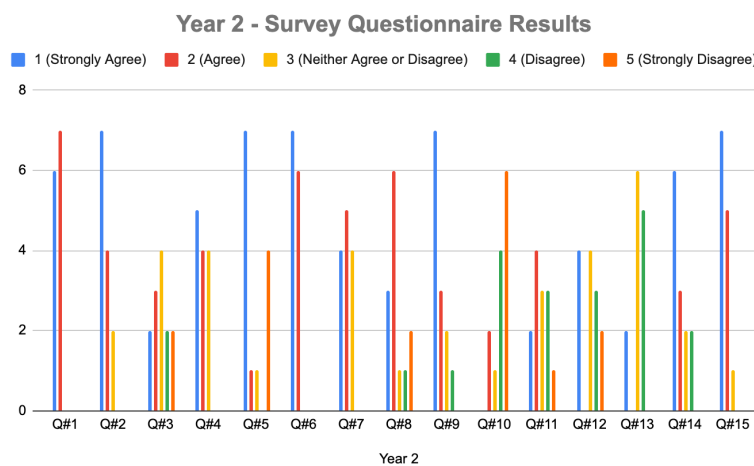


**Figure 3:** Bar Graph of Male Survey Questionnaire Results (refer to Appendix E)

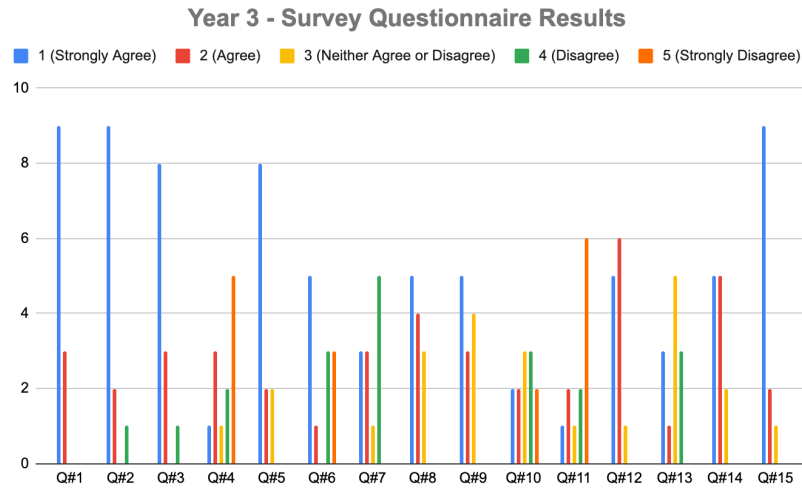
Typically, a Bachelor's degree in Arts, especially in CUD's Communication and Business programs, is four years (*Canadian University Dubai, 2023*). Therefore, our 50 respondents were comprised of: 15 students in year 1, 13 students in year 2, 12 students in year 3, and 10 students in year 4. The bar graphs below showcase the responses of each year group in the same format used in the bar graphs shown previously.



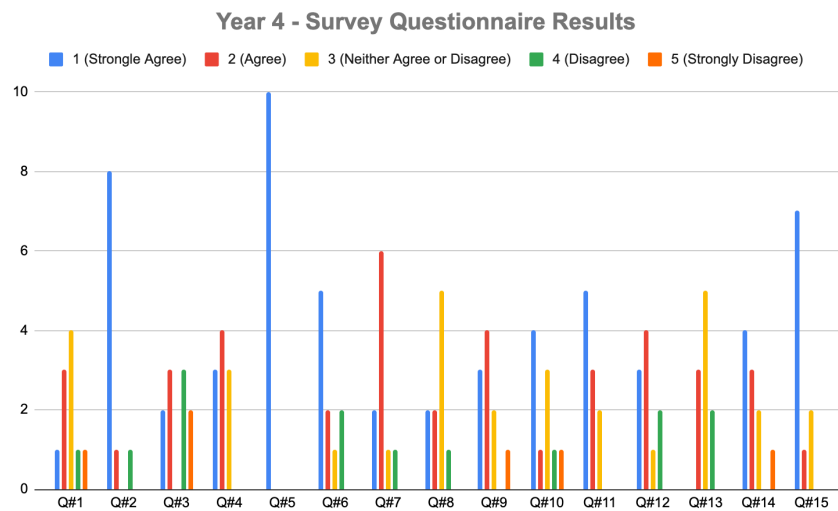
**Figure 4:** Bar Graph of Year 1 Student Survey Questionnaire Results (refer to Appendix E)



**Figure 5:** Bar Graph of Year 2 Student Survey Questionnaire Results (refer to Appendix E)



**Figure 6:** Bar Graph of Year 3 Student Survey Questionnaire Results (refer to Appendix E)



**Figure 7:** Bar Graph of Year 4 Student Survey Questionnaire Results (refer to Appendix E)

### Focus Group Overview

Three focus groups, each comprising 10 Communication and Business undergraduate students, were conducted to gather qualitative insights on time management theories, distractions, procrastination, and the consequences of poor time management. The discussions provided rich, nuanced perspectives, directly linking student responses with academic theories based on the Literature Review Section (refer to Appendix F for more details).

### Key Takeaways of Focus Group

- Stress/Anxiety and Academic Success: Majority of the students agreed that stress negatively impacts focus and study habits. For instance, one student from Focus Group 2 mentioned, “Yes, I hate working under stress, I can't put my all into whatever I'm doing if I'm not focused,” aligning with Chacko et al. (2023)'s findings on stress and academic performance. However, some viewed stress as a motivator, offering a contrast to Trentepohl et al. (2022)'s research on time management and student anxiety.
- Time Management Matrix Theory: This theory was widely endorsed. A student from Focus Group 1 said, “Yes, I like using the time management matrix theory the most, I like prioritizing my tasks,” reflecting Covey’s (2023)'s emphasis on effective time management. The theory was overall viewed as helpful for organizing tasks and managing stress and deadlines.
- Goal Setting Theory: Students noticed the Goal Setting Theory as a key motivator. Student C from Focus Group 1 expressed a favorable viewpoint, saying, "Yes, if I have a goal to complete something, I work towards it, whereas if I don't, I don't care much." This remark

emphasizes the necessity of having defined goals in order to improve focus and drive task completion. It represents the theory's fundamental principle that setting specified and challenging goals leads to improved performance. While not all students actively followed this idea, those who did found it useful in organizing activities and boosting efficiency, especially for short-term goals. This is consistent with the broader academic understanding of goal setting as a driver of academic and personal success.

- Self-Regulatory Theory: The Self-Regulatory Theory elicited a wide range of responses. Student D from Focus Group 3 stated, "Not really, but I think it depends." "I don't need to criticize myself to improve," showing a shift away from traditional self-criticism in self-regulation. This viewpoint recommends a more nuanced approach to self-regulation, focusing on human progress rather than self-criticism. While some students found the theory useful for goal prioritization and tracking progress, it was not generally used for managing procrastination, and opinions on its overall usefulness were varied.
- University Location: Students said that external variables such as traffic, parking, and distance from campus had an impact on time management. "I think parking and traffic affects my time management the most," a student from Focus Group 1 said, confirming Islam and Tasnim's (2021) results. Campus distractions, such as cafes, were seen negatively by some.
- Social Media Impact: Procrastination is widely acknowledged as a primary cause. According to a student from Focus Group 1, "I think most of us do doom scrolling, but I put a time limit on my social media usage that forces me to be more conscious," which is consistent with the findings of Hazelhurst et al. (2011). There was agreement on its negative impact on time

management, with some students utilizing control techniques like as time limitations and app deletion.

### **Collective Insights**

Across the groups, there was a general consensus on the adverse effects of stress and social media on time management and academic success. The Time Management Matrix Theory emerged as the most recognized and utilized theory. The influence of university location on time management was noted but varied in its perceived impact. Goal setting was acknowledged for its benefits, though its application differed among students. The Self-Regulatory Theory was the least familiar and least applied among the theories discussed.

#### **4.1.1 Research Question 1**

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

### **Focus Group Findings**

Ten students per group participated in the focus group discussions, which generated insightful qualitative information. All of the three focus groups agreed that there was a connection between academic success, time management, and stress/anxiety. The majority of participants agreed that ineffective time management frequently results in elevated stress, which can have a detrimental effect on academic achievement. Only a small percentage of students noted that stress could occasionally serve as a motivator rather than an obstacle, indicating that this perception was consistent.

When it comes to particular theories and strategies, the students were most familiar with and applied the **Time Management Matrix Theory**. This implies that the participants are generally aware of and use time management strategies. The theories of goal setting and self-regulation, on the other hand, were less well-known, suggesting a possible area for additional training and application. The influence of external factors was also emphasized, including social media and the location of the university. Students acknowledged that these elements might have an impact on how well they manage their time and, in turn, how successful they are in university.

### **Survey Findings**

The survey offered quantitative evidence in backing up the themes discussed in the focus groups, with 50 students providing responses. Significantly more students (27 out of 50) strongly agreed that stress and anxiety are caused by ineffective time management. This supports the qualitative results of the focus groups regarding the perception that mental wellness and time management are related. The majority of students agreed that their academic performance had been impacted by stress and anxiety resulting from insufficient time management. This supports the focus group insights by indicating a strong link between successful time management and academic achievement.

Students' self-assessments of their time management abilities also showed divisions in the survey, pointing to differing degrees of competence and trust in this field. Despite this, all participants seemed to agree that better time management had a beneficial effect on academic



achievement. Moderately to highly reported was the use of particular time management techniques, such as the Time Management Matrix Theory, creating routines, and employing organizing tools. This shows that students are actively looking for and using time management strategies.

### **Conclusion of Findings**

While the quantitative data from the survey is combined with the qualitative insights from the focus groups, it is evident that among Communication and Business majors, time management and academic success are positively correlated. Most students are aware of how stress and anxiety can be reduced through efficient time management, and that these two factors have a significant impact on academic performance.

Although time management theories and techniques are known, there is still opportunity for improvement in students' time management skills due to differences in competence and the difficulties presented by outside influences such as social media. This shows that time management skills-focused interventions or educational initiatives might be advantageous for students pursuing these majors.

#### **4.1.2 Research Question 2**

“Which of the three theories (Time Management Matrix, Self-Regulated Learning Theory, and Goal Setting Theory) are most and least practiced amongst Communication and Business students?”

### **Focus Group Findings**

When looking at the patterns in each focus group conducted, it is evident that there was a higher frequency of discussion when Stephen R. Covey's **Time Management Matrix** was brought up (Covey, 2023). It appeared that many students were familiar with this theory the most compared to the other two. Many students believed that this theory was the most effective as it helps them manage tasks through categorization. Furthermore, multiple students have said that they actively use it and find it to aid with stress.

The next most popular theory based on the focus group interactiveness was Edwin A. Locke and Gary P. Latham's **Goal Setting Theory** (Locke & Latham, 2013). Students found the idea to be useful, however, not many actually implement it, unlike the Time Management Matrix. Some students mentioned that they recognize the benefits of this theory as it can help with organization and task completion, especially for short-term tasks. This theory did not get as much engagement or interest as the Time Management Matrix, therefore, it appeared to be less popular.

Nonetheless, the least popular of the three was Barry J. Zimmerman's **Self-Regulatory Theory** (Zimmerman, 2008). Only a few students had experiences with this theory and some believed that it was not an effective tool for curbing procrastination. The final verdict was that it is not widely used since there is not a lot of interest in practicing self-criticism and self-control to prevent procrastination.

### **Survey Findings**

The students who answered the survey seemed to favor the **Goal Setting Theory** and **Time Management Matrix** equally out of the three theories. This is clear because the questions on the survey dedicated to these theories have received the highest amount of positive feedback compared to the questions dedicated to the **Self Regulatory Theory** (refer to figure 1).

#### Goal Setting Theory Results

In the survey, 34 out of the 50 students “strongly agreed” or “agreed” that setting goals helped them complete academic tasks on time, and 40 out of the 50 students “strongly agreed” or “agreed” that they have used Goal Setting Theory techniques such as to-do lists, planners, or calendar apps to organize academic responsibilities. Therefore, a majority of the students have agreed that they use the Goal Setting Theory to manage time.

#### Time Management Matrix Results

In the survey, 41 out of the 50 students “strongly agreed” or “agreed” that they are likely to use the Time Management Matrix Theory, like arranging projects and tasks based on priorities and deadlines. And, 32 out of the 50 students “strongly agreed” or “agreed” that they have a set schedule or routine for academic tasks and activities.. Therefore, a majority of the students have agreed that they use the Time Management Matrix to manage time.

### Self Regulatory Theory Results

In the survey, only 14 out of the 50 students “strongly agreed” or “agreed” that they were familiar with this theory. Furthermore, 26 out of the 50 students “strongly agreed” or “agreed” that they implement this theory by controlling, monitoring and reflecting on their performance. Lastly, 30 out of 50 students “strongly agreed” or “agreed” that being hard on themselves through self regulation sometimes helps achieve goals faster.

### **Conclusion of Findings**

The research findings suggest that among Communication and Business students, Stephen R. Covey's Time Management Matrix is the most practiced theory, with a higher frequency of discussions and active use reported by participants, especially in the focus group. The Goal Setting Theory by Locke and Latham also generated attention, more specifically in the survey responses, where it was favored equally with the Time Management Matrix. On the contrary, Barry J. Zimmerman's Self-Regulatory Theory appeared to be the least popular, with fewer students familiar with and implementing it. The preference for the Time Management Matrix and Goal Setting Theory indicates a practical inclination toward structured time management strategies, while the Self-Regulatory Theory seems to lack widespread appeal, possibly due to a reluctance to engage in self-criticism for procrastination prevention.

#### **4.1.3 Research Question 3**

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

**Focus Group Findings**

Participants in the focus groups provided significant insights into the distractions and variables that limit their time management. While several acknowledged their appeal of mall distractions, such as the number of shops and eateries, others were unaffected. Participants generally agreed that the university's well-equipped study rooms in the library provided a favorable setting for concentrated, distraction-free work. The parking situation, on the other hand, emerged as a big challenge, with participants criticizing the inadequate parking places relative to the university's vast population, as well as the added inconvenience of sharing parking with mall visitors. The time spent looking for parking and having to re park every five hours to avoid fines were noted as significant time wasters.

Furthermore, the widespread effect of social media, particularly platforms such as Instagram and TikTok, was identified as a substantial distraction, interrupting focus and hindering productivity. Surprisingly, some participants claimed that imposing time limits on phone use effectively reduced social media distractions, allowing them to reclaim control over their time.

**Survey Findings**

The survey results shed light on the elements that contribute to student time mismanagement. Concerning mall distractions (Q.13), a majority of respondents (19 out of 50) claimed that they were not a significant factor, answering "neither agree nor disagree." Only 11 students agreed or strongly agreed that mall distractions hampered their time management, whereas 20 individuals

disagreed or strongly disagreed. According to these figures, mall distractions are not an important concern for the majority of students.

Social media, on the other hand, emerged as a common distraction, with a resounding consensus among respondents. When asked about the influence of social media (Q.15), 46 out of 50 students said it interrupted their focus and productivity. None of the respondents disagreed with this statement, indicating that social media is a pervasive distraction among students.

### **Conclusion of Findings**

According to the findings, both survey and focus group show common results. Time management issues among students are multifaceted, involving both environmental and personal variables. While mall distractions may not be a major concern for most students, the parking situation and the pervasive impact of social media represent significant difficulties with effective time management. Addressing these issues will necessitate a multifaceted approach that includes increasing parking availability, promoting time management skills, and encouraging students to practice mindful social media habits.

## **4.2 Testing of Hypotheses**

### **4.2.1 Hypotheses 1**

“There is a significant correlation between time management and academic success in Communication and Business students”

**Reasoning for Hypotheses**

This paper's hypothesis states that there is a significant correlation between time management and academic success in Communication and Business majors, particularly within the context of universities in the UAE. This hypothesis resulted from a comprehensive analysis of the body of literature, which emphasized the critical role that time management plays in academic settings and pointed out a significant research gap in this particular field.

Additionally, there are not many studies that specifically address time management issues and how they affect students' academic performance in the Middle East and the United Arab Emirates, particularly those majoring in Communication and Business, according to the literature review. The absence of targeted studies emphasizes the necessity of a thorough examination of the ways in which time management affects academic performance in these particular areas. Supporting this hypothesis, studies like those by Assadi et al. (2022) and Göransson et al. (2022) provide insights into the broader academic challenges, including the effects of social media distractions and the balancing of academic and personal life. These studies, while not directly focused on the UAE or Communication and Business majors, suggest the universal importance of time management in academic success and the need for more targeted research in our area of interest.

**Testing Hypotheses**

The results gathered from the initial research question are revisited to evaluate the hypotheses, providing evidence to support the correlation between time management and academic success in

Communication and Business majors. The three focus group discussions and survey results consistently demonstrate that students perceive a strong link between effective time management and academic performance.

The majority of students in focus groups and survey respondents acknowledged the importance of time management in reducing stress and achieving academic success. This general agreement supports the hypothesis, implying that students who manage their time effectively experience less stress and anxiety, which benefits their academic performance.

Furthermore, the survey data revealed a tendency among students to employ specific time management strategies, such as the Time Management Matrix Theory, as well as to recognize the value of goal-setting and routines. This practical application of time management theories backs up the hypothesis.

#### **4.2.2 Hypotheses 2**

“The Self Regulated Theory will be the least practiced theory amongst students in Communication and Business majors”

#### **Reasoning for Hypotheses**

This paper's second hypothesis is that Barry J. Zimmerman's “Self-Regulated Learning Theory” will be the least practiced amongst students in Communication and Business majors (Zimmerman, 2008). This is evident through the various research papers in the literature review



that mostly highlighted the importance of prioritization and organization, which is connected to the Time Management Matrix, as well as, goal-setting, which also links back to the Goal Setting Theory, in relation to time management in students (refer to 2. Literature Review). For example, according to Islam and Tasnim (2021), schedules and to-do lists can be advantageous to students and can lead to academic achievement (Islam & Tasnim, 2021). Furthermore, creating precise, attainable goals is a good time management technique for creating a successful academic journey (Alsuwaidi et al., 2023).

The Self-Regulated Learning Theory did not seem as popular when linking it to student behavior since it is more difficult for undergraduate students to use this as a time management technique. It has been reported that students often are unable to regulate themselves efficiently due to various day-to-day distractions, especially in the current digital age, like aimlessly scrolling on social media (Hazelhurst et al., 2011). Communication and Business majors are more susceptible to falling down the digital rabbit hole as many assignments are either done or based on online platforms (Hoag et al., 2017). Therefore, this paper theorizes that Communication and Business undergraduate students are less likely to practice the crucial techniques that come with the Self Regulated Learning Theory, like self-monitoring and self-control, to manage time.

### **Testing Hypotheses**

After collecting data from the focus groups and surveys, we have concluded that this hypothesis held true since many more students stated they were familiar with and practiced the Time Management Matrix and Goal Setting Theory compared to Self-Regulated Learning Theory.

Many students also admitted that it is difficult to practice the elements of the Self-Regulated Learning Theory. For example, students have said that a lack of self-control is experienced on a daily basis due to social media and procrastination. Therefore, based on the research conducted, it is true that the Self-Regulated Theory is the least practiced amongst students in Communication and Business majors.

### **4.2.3 Hypotheses 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)”

#### **Reasoning for Hypotheses**

The paper identifies the campus environment as a primary contributor to time mismanagement among students. The university's location within City Walk, a vibrant leisure hub teeming with restaurants, shops, and tourist attractions, presents a constant temptation for students to prioritize relaxation and enjoyment over academic pursuits. The allure of cafes, shopping opportunities, and the overall lively atmosphere can easily lead students to procrastinate on their studies and projects.

Social media is another significant factor hindering student productivity. According to Hazelhurst et al. (2011), their research showed an inverse relationship between academic achievements and increased web usage. The pervasiveness of platforms like Instagram and TikTok, with their

endless streams of engaging content, can easily captivate students' attention, leading to prolonged periods of mindless scrolling and a loss of focus on academic tasks.

### **Testing Hypotheses**

An analysis of the focus group discussions and survey results revealed that the initial hypothesis held true, albeit not as strongly as anticipated in the case of campus/mall distractions. While many students were aware of the diversions that the university atmosphere may provide, some were unaffected. They indicated that the mall's attraction and conveniences did not considerably impair their ability to concentrate on their academics. The impact of social media diversions, on the other hand, was universal. All participants admitted to being prone to mindless browsing on platforms such as Instagram and TikTok, which led to procrastination and delayed academic work.

### **4.3 Summary of the Findings**

The survey conducted among 50 students revealed distinct patterns in responses based on gender and year of study. Notably, male respondents demonstrated a higher tendency to select "1 - strongly agree" on the Likert scale, indicating a more definitive stance on the effectiveness of time management. For instance, 75% of men strongly agreed with the statement "I have noticed an improvement in my academic performance when I successfully manage my time," compared to approximately 56.67% of women who chose the same response. This suggests that men were more confident in their time management abilities. In contrast, female respondents utilized a broader range of the scale, indicating a more varied perception of time management's impact.

Additionally, patterns emerged when comparing responses across different academic years. Senior students, particularly in their fourth year, showed a greater inclination towards self-control in task management, with 50% strongly agreeing that they could complete tasks on time by controlling their behavior and thoughts, as per Question 11 of the survey.

In the focus groups, stress and anxiety were frequently acknowledged as detrimental to study habits and academic progress, which included 10 Communication and Business undergraduate students each. For example, a student in Focus Group 2 stated, "Yes, I hate working under stress, I can't put my all into whatever I'm doing if I'm not focused," expressing the widespread view. Some students, on the other hand, regarded stress as a motivator, providing a different viewpoint. The Time Management Matrix Theory was widely accepted, with students finding it useful for task organization and deadline management. The Goal Setting Theory was recognized for its organizational benefits, with students noting its significance in promoting task completion. The Self-Regulatory Theory was used in small amounts and opinions on its effectiveness in goal prioritization and progress tracking varied. External issues such as university location, including traffic and campus distractions, were also mentioned as having an impact on time management.

When the findings from the survey and focus groups are combined, a comprehensive picture of the relationship between time management, academic success, and personal behavior among students emerges. The survey findings reveal gender disparities in confidence and perception of time management, as well as older students' enhanced understanding of self-control measures. The focus group talks demonstrate a general agreement on the negative consequences of stress and the benefits of the Time Management Matrix Theory, as well as different experiences with

alternative time management theories. These findings emphasize the need of taking into account individual characteristics and specific circumstances when establishing time management and academic achievement techniques.

## CHAPTER FIVE

### 5. DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

#### 5.1 Discussion of the Findings

The research findings reveal the relationship between time management, academic success, and the behaviors and practices of Communication and Business majors. The integration of both qualitative results from focus groups and quantitative data from surveys provides a holistic understanding of how time management impacts academic and student success.

In response to Research Question 1, it is evident that there is a clear correlation between time management and academic success among students in Communication and Business majors. Both focus group discussions and survey responses consistently showcase the importance of effective time management in reducing stress, enhancing focus, and ultimately contributing to better academic performance. The stress and anxiety resulting from poor time management is a shared concern among undergraduate students, emphasizing the need for interventions to improve time management skills.

Research Question 2 findings reveal that the Time Management Matrix is the most practiced theory amongst Communication and Business students. The high levels of engagement and recognition of its use and effectiveness in both focus groups and surveys makes it a key tool for students. The Goal Setting Theory also gathered adequate amounts of attention from students, though to a slightly lesser extent. However, the Self-Regulated Learning Theory revealed to be the least practiced, aligning with the hypothesis. The results suggest that systematic and

structured time management approaches are more favored among students, while self-regulation techniques face challenges in adoption.

Research Question 3 looks into the factors contributing to poor time management. The campus environment, including distractions like restaurants and stores, was identified as a potential challenge in time management, as recognized in the hypothesis, but the results of the impact varied among students. Social media, on the other hand, emerged as a consistent and universal source of distraction and procrastination, reinforcing the need for interventions to mitigate its impacts on time management.

## **5.2 Implications of the Study**

- Educational Interventions: The Time Management Matrix Theory was recognized as the most practiced theory amongst Communication and Business undergraduate students. Educational institutions should provide educational interventions that focus on promoting and enhancing students' proficiency in time management using this technique. Seminars, workshops and courses on effective time management can be beneficial for students, providing them with practical strategies to navigate their academic responsibilities to reach success.
- Incorporating Goal Setting Techniques: While the Goal Setting Theory is acknowledged for its benefits based on the results, there is room for increased adoption amongst students.

Educational institutions can also incorporate simple yet effective goal-setting techniques into the curriculum, encouraging students to set clear academic objectives by providing tools and platforms like planners, to-do lists, or calendar apps.

- Addressing Social Media Distractions: Awareness campaigns and interventions should be made to help students deal with the detrimental impact of social media on time management. Promoting responsible social media usage by implementing time limits, or providing resources on digital well-being can help students gain control over their time and lessen distractions.
- Modifying Campus Environment: The findings suggest that the campus environment and factors like parking availability, can influence time management. University administrators should consider addressing infrastructure challenges to boost students' overall experience and reduce potential factors that waste time, like the parking issues.
- Support for Self-Regulation: Self-regulation techniques have shown to be less popular due to the lack of support in this area for students. Support programs can be designed to help students develop self-monitoring and self-control skills. Providing resources, guidance, and encouragement for practicing self-regulation can contribute to more effective time management.

The study provides valuable insights into the practices and challenges of time management among Communication and Business majors, as well as how it impacts overall academic success. The implications underscore the need for a multifaceted approach, combining educational interventions, campus infrastructure improvements, and support to enhance students' time management skills and, consequently, their academic success.



### 5.3 Conclusion

To conclude this paper, the relationship between time management interventions and academic performance among undergraduate communication and business students studying in CUD in the UAE was investigated. Time management is an essential skill for academic success. It is important to understand the different factors that influence time management that were discussed in this paper, such as gender, stress, and learning environment. The three time management theories discussed were Stephen R. Covey's "Time Management Matrix", Barry J. Zimmerman's "Self-Regulated Learning Theory", and Edwin A. Locke and Gary P. Latham's "Goal Setting Theory".

Based on the quali-quantitative study done, the study delved deeper into these concepts and explored the experiences of communication and business students at CUD. The students shared their thoughts on the theories and possible factors that lead to time mismanagement and procrastination, such as campus/mall distractions, searching for parking, and social media. It was evident that the three research questions and hypotheses were in fact true and in compliance with the literature review done. The study confirmed that there is a clear and strong positive correlation between good time management and academic success, stress negatively impacts time management and academic success, and the Time Management Matrix Theory is the most popular and efficient theory among students, while the Self-Regulatory Theory is the least known.

Finally, social media was proven to have a significant impact on the students' time management skills, leading to high rates of procrastination and loss of time control. However, the mall distractions were not as significant, given the alternative quiet and peaceful study environment provided by the university but parking was found to be a big issue. The findings of this research are significant because they offer a more comprehensive understanding of the time management and academic success issue. The research also provides valuable insights for developing and implementing effective time management interventions for students all over the world. Which can be used to contribute knowledge to add to educational practices and techniques geared towards encouraging student achievement

#### **5.4 Recommendations**

The following recommendations are done in consideration of the results and conclusions of the study. Based on the findings it was revealed that poor time management was highly linked to poor academic performance. However, across the domains of the factors leading to poor time management amongst the Communication and Business students studying in CUD, it was found that the campus being located in City Walk fostered mall distraction to some extent, but a major factor that was brought up in the focus group discussions was the impact of parking on time management skills of the students. Thus it is recommended that students start incorporating the theories discussed in this paper to prioritize their academic work such as the self regulatory, goal setting and time management matrix theory. It is recommended that the university take action towards the students' concerns and take measures to collaborate with mall management to

implement designated student parking areas, provide real-time parking availability information or parking guidance systems to help students save more time and energy.

Another factor identified was social media. It is recommended to minimize social media distractions by firstly promoting awareness about the impact of social media on time management and productivity, secondly by encouraging students to set specific times for social media usage such as screen time control apps and implement distraction-free study periods which can be done using the theories discussed, and finally to introduce time management apps, goal setting, and calendar apps that would help organize their thoughts and manage their time more efficiently.

Lastly, it is vital for the university to provide ongoing support and guidance to help improve students' time management, anxiety and academics by organizing workshops or seminars on effective time management strategies, by offering individual coaching sessions to address the students' concerns with anxiety and mind distractions and surely to create an overall supportive learning environment that promotes open communication and encourages students to seek help when needed.

## **5.5 Suggestions for Further Study**

### **1. Expanded Geographic Coverage**

The current research, centered on the United Arab Emirates and the Middle East, provides a path for comparative studies in other geographic locations. Future research might inquire into the link between time management and academic success in a variety of cultural and educational contexts. This broadening would provide a more complete knowledge of how cultural, economic, and educational systems influence students' time management practices and academic performance. Comparing students from Western countries to those from the Middle East, for instance, may reveal major variations or parallels in time management practices and their success.

### **2. Longitudinal Research**

Implementing longitudinal studies is another potential path for future research. Such studies would involve students from the time they entered university until they graduated in order to observe the long-term effects of time management on academic success. This method would reveal how time management abilities develop and alter over time, as well as how these changes link with academic performance. This would also aid in comprehending the long-term viability of time management tactics and their impact on students' academic and professional lives.

### **3. Diverse Academic Disciplines**

Given that the current study focuses on Communication and Business majors, expanding this research to encompass a wide range of academic fields would provide a more comprehensive picture. Investigating if the relationship between time management and academic success varies across areas such as the sciences, arts, engineering, and humanities could provide useful

information. This could be helpful in determining whether particular disciplines necessitate more stringent time management tactics or whether the nature of the discipline affects the efficiency of these strategies.

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**APPENDICES****Appendix A**

Fanan Al Madi

To: 20210001499 Lojain Abu Naser



Sun 05/11/2023 09:56

Hi Lojain,

Sure, I will be happy to help 😊 you can come to MGT building I have class at 6 PM, so i can meet you at 5:45 in MGT shared office beside the IT room.

Good luck 😊

Fanan

**Ms. Fanan AL-Madi**

**Lecturer**

Faculty of Communication, Arts & Sciences



## Appendix B

10. I am likely to complete tasks on time by controlling my own behaviour, thoughts through planning, monitoring my performance and reflecting/adapting?

Likert scale (1 (strongly agree), 2 (agree), 3 (neither agree or disagree), 4 (disagree), 5 (strongly disagree))

11. I believe being hard on myself sometimes helps me achieve my goals faster  
Yes or no

12. I often find it challenging to allocate my study time effectively given the distractions around campus  
Yes or no

13. I often feel pressured to catch up on academic work due to procrastination or time mismanagement  
Yes or no

14. I often find myself distracted by social media while studying or working on assignments  
Likert scale (1 (strongly agree), 2 (agree), 3 (neither agree or disagree), 4 (disagree), 5 (strongly disagree))

I suggest to keep all questions either on Likert Scale or Ordinal Scale/Catagorical Scale.

I found most of questions have auto-correlation.

Make proper table or columna.

## Appendix C

Word Reviewed.docx Open in Word Download Save to OneDrive

Word Accessibility Mode Print Find Immersive Reader

**Survey Questions**

**Write brief purpose of your study. Also need to mention that respondents information will be kept confidential and it will use for academic purpose.**

1. Poor time management causes anxiety and stress  
Yes or no
2. Stress and anxiety caused by poor time management can affect my academic success  
Yes or no

auto correlation to 2

3. I am satisfied with my current time management skills in relation to my academic performance  
Likert scale (1 (strongly agree), 2 (agree), 3 (neither agree or disagree), 4 (disagree), 5 (strongly disagree)).
4. I have noticed an improvement in my academic performance when I successfully manage my time  
Yes or no
5. I am likely to use the Time Management Matrix Theory? (E.g. arranging projects based on their priority and deadlines so that you can complete them on time)  
Likert scale (1 (strongly agree), 2 (agree), 3 (neither agree or disagree), 4 (disagree), 5 (strongly disagree)).

Page 1 of 2 100% Give Feedback to Microsoft


**Research Questions Validation**  
3 attachments

Dr. Saif-Ur-Rehman  
To: +1 other Wed 08/11/2023 04:01

Reviewed.docx  
23 KB

Attached please find

**SAIF-UR-REHMAN, PhD & Postdoc**  
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2 20210001499 Lojain Abu Naser  
Hello Dr. Saif, Thank you s... Wed 08/11/2023 04:03

## Appendix D



**Dr. Davide Contu**  
To: 20200001502 Asra Shaikhi



Tue 11/7/2023 11:31 AM


Dear Asra-

Two changes to be made across the questionnaire:

1. Instead of Yes/No have a scale, for instance Strongly Agree, agree, neither agree nor disagree, disagree, strongly disagree.
2. Before presenting the statements, alert the respondent and provide the instructions (for instance: below you will see a series of statements. Please indicate to what extent do you agree or disagree with each one of them).


All the best,

**Davide Contu**  
Associate Professor  
School of Management



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## Appendix E

### Survey questions:

### Survey Questions

There will be a consent form that will be handed to you before this survey so that you can confirm that your answers will be confidential and secure. Below you will see a series of statements. Please indicate to what extent do you agree or disagree with each one of them.

1. I believe poor time management causes anxiety and stress.

1	2	3	4	5
Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree

2. Stress and anxiety caused by poor time management can affect my academic success.

1	2	3	4	5
Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree

3. My academic performance has suffered due to poor time management.

1	2	3	4	5
Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree

4. I am satisfied with my current time management skills in relation to my academic performance.

1	2	3	4	5
Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree

5. I have noticed an improvement in my academic performance when I successfully manage my time.

1	2	3	4	5
Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree

6. I am likely to use the Time Management Matrix Theory? (E.g. arranging projects based on their priority and deadlines so that you can complete them on time)

1	2	3	4	5
Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree

7. I have a set schedule or routine for my academic tasks and activities.

1	2	3	4	5
Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree

8. Setting goals has helped me complete academic tasks on time.

1	2	3	4	5
Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree

9. I have used time management techniques such as to-do lists, planners, or calendar apps to organize my academic responsibilities.

1	2	3	4	5
Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree

10. I am familiar with the Self Regulatory Theory (A system of conscious, individual control that ensures behaviours and emotions strive to achieve goals.)

1	2	3	4	5
Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree

11. I am likely to complete tasks on time by controlling my own behaviour, thoughts through planning, monitoring my performance and reflecting/adapting.

1	2	3	4	5
Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree

12. I believe being hard on myself sometimes helps me achieve my goals faster.

1	2	3	4	5
Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree

13. I often find it challenging to allocate my study time effectively given the distractions around campus.

1	2	3	4	5
Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree

14. I often feel pressured to catch up on academic work due to procrastination or time mismanagement.

1	2	3	4	5
Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree

15. I often find myself distracted by social media while studying or working on assignments.

1	2	3	4	5
Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree

## **Appendix F**

### **Focus group questions:**

1. Do you think there is a link between stress/ anxiety, time management and academic success?
2. Do you believe in the time management matrix theory? Have you ever used it?
3. What do you think about the goal setting theory? Does setting goals help accomplish tasks faster?
4. What do you think about the self regulatory theory? Does criticizing yourself to be better help prevent procrastination?
5. Do you think the location of the university has an impact on your time management skills and academic success?
6. Do you think social media has affected our time management skills?

## Appendix G

### Survey Consent Form

**Title:** Survey on Time Management's Influence on Undergraduate Students' Academic Performance

#### Introduction:

We appreciate your interest in taking part in our survey. The aim of this study is to find out the link between undergraduate students' academic success and time management interventions. Additionally, we seek insights into whether students struggle with procrastination. Your participation is voluntary, and your input is much appreciated in this study.

#### Purpose:

The purpose of this survey is to explore the connection between academic success and time management strategies, as well as how procrastination plays a role in this mix.

#### Participant Information:

- Name (Optional): \_\_\_\_\_
- Age: \_\_\_\_\_
- Gender: \_\_\_\_\_
- Academic Major: \_\_\_\_\_
- Year of Study: \_\_\_\_\_

#### Procedure:

By completing this survey, you will provide quantitative data for research related to time management and its relation to academic performance.

#### ID Verification:

A form of ID, such as a student ID, must be presented to ensure the authenticity of participants. However, this information will be kept anonymous and used solely for validity reasons.

#### Confidentiality:

Your responses will be kept confidential. Your name will not be linked to any specific remarks or findings. The data collected will be used solely for research purposes. Your involvement in this survey is optional and you can withdraw at any time.

#### Monetary Compensation:

There is no monetary payment for participating in this focus group. Your involvement is purely for contributing to a student research paper.

#### Access to Research Paper:

Participants may request access to the final research paper by providing their email address if they wish to do so.

#### Survey Topics:

- Balancing academic commitments with external distractions.
- Strategies for effective time management in academic tasks.
- Experiences with procrastination and its impact on academic responsibilities.
- Seeking advice/guidance on time management techniques from academic advisors or mentors.
- Satisfaction with current time management skills and its relation to academic performance.
- The influence of nearby leisure spots in City Walk on time management.

I have read and understood the consent form and I agree to participate voluntarily in the survey.

Participant's Signature: \_\_\_\_\_

Email (Optional): \_\_\_\_\_

Date: \_\_\_\_\_



## Appendix H

### Focus Group Consent Form

**Title:** Time Management's Influence on Undergraduate Students' Academic Performance

#### Introduction:

We appreciate your interest in taking part in our focus group. The aim of this study is to find out the link between undergraduate students' academic success and time management interventions. Additionally, we seek insights into whether students struggle with procrastination. Your participation is voluntary, and your input is much appreciated in this study.

#### Purpose:

The purpose of this focus group is to explore the connection between academic success and time management strategies, as well as how procrastination plays a role in this mix.

#### Participant Information:

- Name (Optional): \_\_\_\_\_
- Age: \_\_\_\_\_
- Gender: \_\_\_\_\_
- Academic Major: \_\_\_\_\_
- Year of Study: \_\_\_\_\_

#### Procedure:

During the focus group session, you will be asked questions about your experiences with time management and its relation to academic success. Your responses will contribute to our understanding of the challenges students face in adhering to time management techniques and maintaining academic success.

#### Duration:

The focus group will be 20 minutes.

#### ID Verification:

A form of ID, such as a student ID, must be presented to ensure the authenticity of participants. However, this information will be kept anonymous and used solely for validity reasons.

#### Recording and Confidentiality:

The focus group will be recorded for research purposes, aiding the researchers in analysis. However, your identity will remain confidential, and the recordings will be protected and undisclosed. Your responses will be confidential, and your name will not be linked to any specific remarks or findings. Your involvement in this survey is optional and you can withdraw at any time.

#### Monetary Compensation:

There is no monetary payment for participating in this focus group. Your involvement is purely for contributing to a student research paper.

#### Access to Research Paper:

Participants may request access to the final research paper by providing their email address if they wish to do so.

#### Focus Group Topics:

- Balancing academic commitments with external distractions.
- Strategies for effective time management in academic tasks.
- Experiences with procrastination and its impact on academic responsibilities.
- Seeking advice/guidance on time management techniques from academic advisors or mentors.
- Satisfaction with current time management skills and its relation to academic performance.
- The influence of nearby leisure spots in City Walk on time management.

I have read and understood the consent form and I agree to participate voluntarily in focus group.

Participant's Signature: \_\_\_\_\_

Email (Optional): \_\_\_\_\_

Date: \_\_\_\_\_