A Secondary Research Study on Time Management for University Students

Introduction: In university, perhaps the most formidable problem faced by students of all years is time management. The aim of this secondary research study is to investigate not only the different factors owing to the lack of time management, but also potential solutions that have been applied in other institutions.

Methodology: This research was conducted through taking secondary sources particularly academic journals, extracting relevant data, and analyzed using qualitative research methods in order to root out patterns and themes emerging from the data.

Key Findings:

1. The dilemma of time management is present in all kinds of universities large and small no matter the field of study.

2. Causes of poor time management include managing work on and off campus, irrational academic beliefs, and mismanaged examination schedules.

3. There is much to be obtained from time management: students can focus on extracurricular activities and live a life full of less stress, which in turn owes to a happier person.

4. Time management depends primarily on how the student thinks of themselves and others, not the

Trueman, Mark, and James Hartley. “A Comparison between the Time-Management Skills and Academic Performance of Mature and Traditional-Entry University Students.” *Higher Education*, vol. 32, no. 2, 1996, pp. 199–215.

Shrestha, Krishna M., et al. “Undergraduate Students’ Use of Time in the College of Agriculture and Natural Resources at Michigan State University.” *NACTA Journal*, vol. 55, no. 4, 2011, pp. 45–52.

The predicament of time management is not only present in the majors of our university; it exists in an American college of agriculture as well. Seniors and freshmen were compared in this study in different activities such as class preparation, working outside campus, entertainment, and sundries.

Nonis, Sarath A., et al. “Influence of Perceived Control over Time on College Students’ Stress and Stress-Related Outcomes.” *Research in Higher Education*, vol. 39, no. 5, 1998, pp. 587–605.

Not only did this explore stress as a result of time management in university students, it also provided solutions for both faculty and students: replace having only 1 or 2 midterms with multiple small tests, record how one spends time each day, and dividing projects in different phases.

Balkis, Murat, et al. “Analysis of the Relation between Academic Procrastination, Academic Rational/Irrational Beliefs, Time Preferences to Study for Exams, and Academic Achievement: A Structural Model.” *European Journal of Psychology of Education*, vol. 28, no. 3, 2013, pp. 825–39.

This blames the problem on not academic procrastination, but academic irrational beliefs: when the student has negative beliefs about anything or anyone such as putting themselves down, believing that all problems have two cases only, and emotion is a weakness.