EFFECT OF TIME MANAGEMENT ON STUDENTS' ACADEMIC PERFORMANCE IN SELECTED UNIVERSITIES IN KWARA STATE, NIGERIA

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Abstract

Deficiency in students' academic performance has become an issue of concern in the academic environment as the performance of these students suffer in relations to effective timing and lack of timely completion of school works and poor overall academic result. Hence, this study aimed at examining the effect of time management on the academic performance of students in selected universities in Kwara State, Nigeria. Additionally, this study has an accumulated population of seventy-two thousand (72,000) drawn from the three selected universities in Kwara State. However, a sample size of 382 was arrived at using the Krejcie and Morgan's Table of sample size. Also, this study employed the close ended questionnaire and retrieved two hundred and ninety-five (295) copies of questionnaire out of the 382 copies distributed. Furthermore, this study analysed the gathered data using the multiple regression analysis with the aid of Statistical Package for Social Sciences (SPSS, version 20). Thus, this study revealed that time management through effective prioritising and scheduling of activities by students have significant effect on students' timely completion of assignments and good CGPA achievements and in turn affect academic performance with R^2 of .635 (Sig. .000) and R^2 616 (Sig. .000) respectively. However, this study concludes that time management does influences students' academic performance in selected universities in Kwara State. Hence, this study recommends that students should pay attention to scheduling and prioritising tasks and also concentrate on important tasks in order to increase their academic performance via timely completion of assignments and CGPA accomplishment. Lastly, this study also recommends that students should make out a list of tasks to be attended to inform of schedules and to be supported with specific time bound attached to them, taking into consideration the major and minor tasks with priority as these will enhance their academic performance.

Keywords: Academic Performance, Time Management, Universities.

Introduction

Contemporary points of view have shown that students' abilities to manage time has a direct impact on how students at all levels of education perform in their respective academic engagements. Hence, students' activities in school which

cover academic and social doings are large and major determinants to time utilisation. However, the ability of individual students to manipulate and manage these tells on how effective the individual could manage time, hence affecting the overall performance of such individual. Additionally, numerous factors such as students' internal state of mind, intelligence, health status, anxiety, teachers' motivation and environment (Kayode & Ayodele, 2015) have been argued to play huge contributory role in the time usage of individual students.

Consequently, studies have had issue on time management from various perspectives and how it affects parties involved. Research which looked at time management from the teachers' point of view (Ather, Tahir, Atif & Imran, 2016; Kayode and Ayodele, 2015) have highlighted time management effect in relations to teachers' abilities to attain the principles of effective teaching. Additionally, Ogundele and Afolabi (2015) looking at time management have arguably the determinant to attaining effectiveness in tertiary institutions. While, Karim and Mitra (2011) Miqdadi, Al-Momani, Mohammad & Elmousel (2014) have also had different positions on how time affects students' performance viewing it from different perspectives in relations to the determinants. Miqdadi et al (2014) and Ugwulashi (2015) also argued that lack of effective timing by students which in turn affects the students' activities contributes to the outcome of performance.

Hence, it was observed according to studies Alsalem, et al (2017); Khanam, Sahu, Rao, Kar and Quazi, (2017) that thus, deficiency in time management by students do affect academic performance negatively. This was emphasised by Alsalem et al. (2017) that not only that students could not manage time, but usage of social media also contributes to lack of excellent academic performance of students in tertiary institutions. Furthermore, it was observed that time management has a direct relationship with deficiencies in the level of prioritisation and scheduling of responsibilities (Ather et al., 2016) are major contributors to the inability of students to complete assignment and Cumulative Grade Point Average achievement which in turn have significant negative effects on the students' performance.

This study therefore seeks to examine the effect of time management on students' academic performance of selected Universities in Kwara State, Nigeria. This study also investigates those determining factors which contribute to lingering challenges faced by students which lead to deficiency in their academic performance. Hence, this study would be of huge importance to students who are willing to align their

respective activities in order to attain academic excellence. In addition, the findings of the study will assist higher institution in identifying factors that affect performance of the students and put in place mechanism to checkmate these so as to achieve optimal use of time. Also, research students and prospective researchers in the academic terrain shall benefit from the results of the study as it will create up to date and informed literature for further studies.

Literature Review

Conceptual Clarification

Time is a limited period during which an action, process, or condition exists or takes place. It is a period that one needs for a particular activity to be accomplished (Osawe, 2017). In this context, time was referred to just school activities, but eventually the term extended to include personal activities as well. In this view, time can be seen as a distinctive quantity a student cannot hoard, charter it, and procure it.

Ojo and Olaniyan (2008), argue that time is a scarce resource and universal, which cannot be replaced by man. According to them, time cannot be accumulated like money, be stocked like raw materials nor be turned on and off like machine. Time passes at a pre-determined rate irrespective of whatever happens. Everybody is equally endowed with the same amount of time irrespective of his or her position. Time is an essential resource; it's irrecoverable, limited and dynamic. Irrecoverable, because every minute spent is gone forever; limited, because only 24hours exist in a day; and, dynamic, because it is never static (Osawe, 2017).

Time management is the process of planning, allocating and prioritising activities and how much time you spend on those activities. Lucchetti (2010) opines that time management is the act or process of applying conscious control over the amount of time spent on specific activities. Time management may be aided by a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals. This set of activities (Allen, 2001), encompasses a wide scope which includes: planning, allocating, setting goals, delegation, analysis of time spent, monitoring, organizing, scheduling, and prioritizing. He further defines time management as the practice which individuals follow to make better use of their time. It also refers to principles and systems that individuals use to make conscious decisions about the activities that occupy their time. Time management is the management of our own activities to make sure that they are accomplished

within the available or allocated time, which is an unmanageable continuous resource. Time management is not about getting more things done in a day (Ojo & Olaniyan, 2008); it is about getting the things that matter most done. Time management is the ability to decide what is important in your life both at work, at home and even in our personal life. Time is that quality of nature which keeps all events from happening at once. Every time at school must be managed effectively for improved academy delivery. Ojo and Olaniyan (2008) assert that effective time management is the key to high performance levels.

Effective time management not only affects the output of students in terms of their CGPA achievements, but also helps to cope with stress and pressure more efficiently. It also helps in maintaining a healthy school-life balance, and keeps students motivated. Time Management refers to managing time effectively so that the right time is allocated to the right activity. Effective time management allows individuals to assign specific time slots to activities regarding their importance. Time Management refers to making the best use of time as time is always limited. Effective time management however demands a good sense of management and organization in the work life of both the managers and the employees. Time management involves investing time to determine what one wants out of his day to day activities. Effective time management is the investment of time in such a way that suitable results are achieved from activities within a specific time range and it emphasises on effectiveness rather than efficiency. One's ability to choose between the important and the unimportant and be determined to follow the correctly chosen sequence is the key determinant of effectiveness in time management. In order to manage time, students must be creative and introduce various ways of producing output within a stipulated time. They must be able to manage their parties, social media usage and phone calls i.e. they must be able to minimise the time they spend receiving phone calls and attending parties.

Prioritising

Prioritising skills are the ability to see what tasks are more important at each moment and give those tasks more of attention, energy, and time (Green & Skinner, 2005). Organisation focuses on what is important at the expense of lower value activities (Major, Klein & Ehrhart, 2002). Organizations have many things to do, and they never have time and energy to do them all. Many things will be left undone, no matter how hard organizations try. Prioritising is a way to solve difficult problems (Farmer & Seers, 2004). Prioritizing is about making choices of what to do and what not to do. To prioritize effectively needs to be able to recognize what is important, as

well as to see the difference between urgency and importance (Ancona Goodman, Lawrence & Tushman, 2001). The important or high priority, tasks are the tasks that help us achieve our long-term goals or can have other meaningful and significant long-term consequences. Green and Skinner (2005) contended that with good prioritising skills, a manager can finish as soon as possible all the important urgent tasks, the ones that would get them into a crisis or trouble otherwise, then, focus attention and try to give more and more time to those most important, but not urgent tasks, the ones that are most rewarding in the long run.

Scheduling

From the inception, organisations set their goals to achieve something; they will need to begin properly managing the time in order to work towards the goals. After firms have created a to-do list, the next thing is to create schedules which will allow them to complete all the important tasks within a given period of time (Orlikowsky & Yates, 2002). No matter how organisations are smart, they will only have a certain amount of time to get something done. Mitchell and James (2001) argued that setting up a schedule will allow firms to develop a systematic time frame which will allow them to complete the project on time. The use of a schedule is very significant for time management because it can allow firms to know what they can do in a certain period of time (Sabelis, 2001). Firms' goal should be to create schedules which will allow them to complete tasks within a given time frame.

Theoretical Analysis

This study was anchored on scientific management theory of Fredrick Winslow Taylor which was propounded in 1947. The theory gives emphasis on how to make workers maximise the use of time in a workplace. It aimed at the physical competences of the people, with regards to time and motion study, and also reward for employees and time limit for payment of employees. Fredrick Taylor, while determining the efficient use of time at work, carried out several studies of the motion used in each one. He breaks jobs into different units assigning specific time to complete each unit of the job. He arrived at the total time necessary to complete a job by totaling the unit times and adding allowances for brief rest and unavoidable delays (Osawe, 2017). Taylor studied both the motions themselves and the tools employed, with a view to learning how shorter motions could be used to accomplish the job. These were to be reduced to laws and rules for workers to follow. Time and motion study which he carried out were to save workers energy to accomplish task. Taylor in his study concluded that with proper time management,

task assigned to workers can be completed in line with management targets/objectives.

In applying this theory to this study, it is evident that effective time management and students' academic performance in institutions are not just dependent on the attendances in classes. The students should have initiatives of accomplishing particular tasks. There is a need for them to scientifically impose time and motions to perform certain tasks, which invariably will assist them in improving their academic performance. Furthermore, in applying the scientific management theory, it becomes useful for any student that intends to achieve academic success to ensure that tasks are assigned and carried out in order of priority.

Empirical Analysis

In Olanipekun and Aina (2014) study titled improving students' academic performance in Nigerian Schools: The role of teachers. The study examined the extent to which the involvement of teachers in the outcome of academic performance of students in schools could be held accountable for virile students' performance in all subjects, generally in Nigerian schools. The study then observed that teachers' self-efficacy and pedagogical content knowledge (PCK) are very important for the teachers to be effective and to be able to improve students' academic learning. As part of the recommendations it was suggested that short and long term in-service training from developed countries are needed for teachers of all categories in Nigeria.

In another study conducted by Ogundele and Afolabi (2015) on the work titled, time management and administrative effectiveness of Kwara State tertiary institutions, Nigeria, the study investigated the relationship between time management and administrative effectiveness of Kwara State owned tertiary institutions. The study adopted a descriptive survey of correlational type. Stratified random sampling technique was adopted to select 600 respondents from the sampled institutions. The respondents selected were deans, directors, head of departments, senior lecturers, lecturers, head of the units, class representatives and student's government executives and the associations presidents, secretaries and treasurers. Four research questions and four research hypotheses were generated to guide the study. The instrument was validated by the experts in educational management and psychology. Reliability index of .65 was obtained after subjecting to test-retest method, and using Spearman Ranking order Statistics at .05 significance level. The

findings however showed that time allocation, utilisation, commitment and lapses have high positive significant relationship with the indicators of the administrative effectiveness of Kwara State tertiary institutions. Recommendations were however made that time management skills should be taught as a course in the higher institutions so as to enhance administrative effectiveness

Ather et al. (2016) conducted a study on exploring relationship of time management with teachers' performance. The study was conducted to measure the relationship with teachers' time management techniques and their class performance. Population of the study comprised of Senior School Teachers (SST) of Sahiwal District of Punjab. For measuring teachers' time management techniques, a self-developed instrument "Time Management Scale"(TM) was formulated that was piloted on 100 SSTs with Cronbach's Alpha value .72 and validity was ensured by expert opinion. In the study, instrument was administered personally by the researcher and 420 SSTs were selected by using simple random sampling technique. A positive relationship between teachers' time management techniques and their class performance was found. The study also inferred that teachers' lesson planning technique were very effective for their class performance due to effective time management. It was recommended that time management skills should be included in teacher training programmes to improve teachers' managerial and administrational activities.

Also in Al-Zoubim (2016) study with the title, effect of the time management art on academic achievement among high school students in the Hashemite Kingdom of Jordan. The study employed the descriptive analytic research to achieve the purpose of the study where he collected data from (2000) students using questionnaires. The findings showed that there was a medium degree and static significance at the level of time management according to the high school students in Irbid city.

Alsalem et al. (2017) carried out a cross-sectional study among the students of Jazan University for medical and non-medical to determine the relationship between the time management skills and academic performance of students. Students who had opportunities to practice time management skills revealed better academic performance in addition to the differences in the time management level between students according to faculty, gender and curriculum.

Gupta and Chitkara (2018) conducted a field research done among 153 postgraduate students of a management institute using a well structured questionnaire to establish the effectiveness and efficiency of time management in the academic life of students and also in their daily routines. The findings of the study concluded that both long term time management and short term time management were significant predictors of academic performances.

Nigussie (2019) used stratified random sampling technique to collect the data from 120 students of Dire Dawa University, Ethiopia. The study assessed the effect of time management practice on academic achievement. The study found that the better students time management behaviour, the higher the students' academic achievement (CGPA).

Figure 1: Conceptual Framework
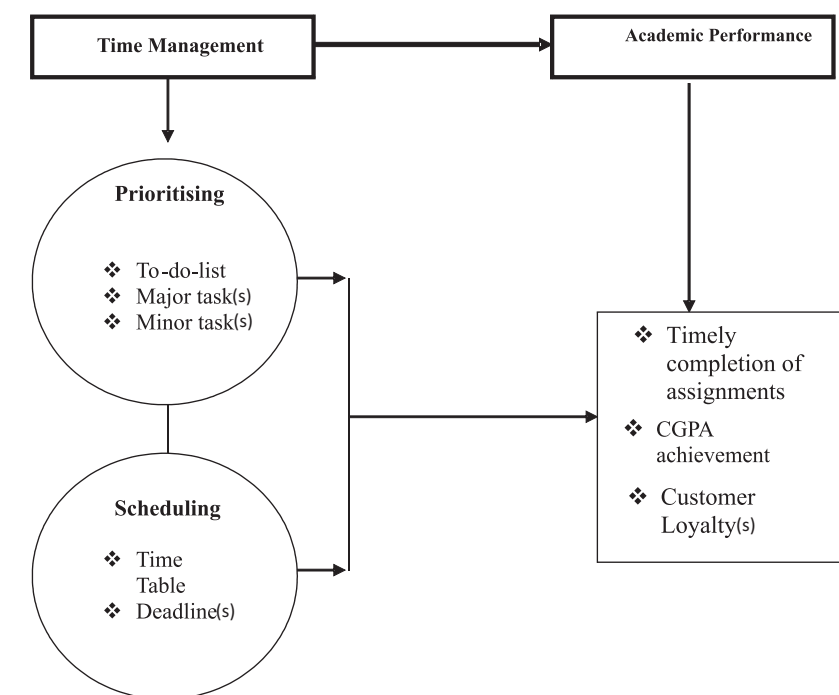
Source: Authors' Conceptualization, 2019

The framework above illustrates the connections between the identified constructs and adopted variables for this study. The linking connection shows that conceptually, time management does have direct relationship and effect on academic performance of students and that variable such as prioritising and scheduling do contribute to effective time management. Additionally, the figure

above further explains that determinants such as; to-do-list, major and minor task formulates the contributions of priority setting to time management and that utilization of time table and adhering to deadlines does contribute to maintaining effective scheduling of activities by students.

Methodology

This study employed the use of case study and survey as it emphasises selected universities in a designated locality (i.e. Kwara State) and selected a scientifically few parts of the entire population of the students of the universities in Kwara State. Additionally, the descriptive design was adopted in order to describe the phenomenon which exists between the time management and the performance of the students in higher institutions and the study was inductive in nature as hypotheses were set to find out what exists between the subject matter.

Consequently, this study was scoped around the effective use of time among students of selected universities in Kwara State, Nigeria which are; Al-Hikmah University, Ilorin, Kwara State, Kwara State University, Malete and University of Ilorin, Nigeria with seventy-two thousand (72,000) students' population across the three selected universities. The rationale for the selection of these universities was to create a balance between the three major sections (i.e. Federal, State and Private Universities) with significant number of students across various faculties. Therefore, the private university, (Al-Hikmah University, Ilorin) was selected being the oldest private university in Kwara State. While, Kwara State University, Malete and University of Ilorin, Nigeria stand to be the only federal and state owned university respectively. Hence, with a total population of 72,000, the study employed the use of Krejcie and Morgan (1970) Table of Sample Size in arriving at 384 targeted sample size (See Appendix A for table) and a total of 295 copies of questionnaire were retrieved and found worthy for analysis. Furthermore, this collected data was subsequently analysed using the multiple regression with the aid of Statistical Package for Social Sciences (SPSS). See Table 1 below for analysis of the population of the selected universities in Kwara State.

Table 1: **Students' Population of Selected Universities in Kwara State**

S/N	University Name	Students' Population	Status	Cumulative Total
1.	Al-Hikmah University, Ilorin	Over 4,000	Private	4,000
2.	Kwara State University , Malete	Over 20,000	State	24,000
3.	University of Ilorin, Ilorin	Over 48,000	Federal	**72,000**

Source: Respective Universities websites, 2019.

Consequently, this study employed the content validity which allows for an analysis of content correlation of the subject matter and the Cronbach's Alpha Reliability Test was used to test the reliability of the adopted variables (See table 2 below). Lastly, ethical issues involved in this study were held in utmost good faith.

Table 2: Cronbach's Alpha Reliability Test

S/N	Variables	Cronbach's Alpha Coefficients
1.	Prioritising	.943
2.	Scheduling	.951
3.	Completion of Assignments	.703
4.	CGPA Achievements	.896

Source: SPSS Computation, 2019

The table above explains the level at which the adopted variables are reliable. From indication, scheduling recorded the highest with a coefficient of .951 followed closely by prioritising with .943, while CGPA Achievement have .896 and completion of assignment recorded .703 coefficient. This by implication means that all the adopted variables for this study have high impact on the measurement of the constructs (i.e. Time Management and Academic Performance).

Presentation of Data
Table 3: Analysis of Questionnaire Response Rate

Valid	295	77.2%
Invalid/Unreturned	87	22.8%
Total	**382**	**100%**

Source: Author's Fieldwork Computation, 2019

As seen above, a total of three hundred and eighty-two (382) copies of the questionnaire were distributed to selected respondents for this study. Of this lot, only two hundred and ninety five (295) copies of the questionnaire representing 77.2% were completed and returned, and eighty-seven (87) copies of the questionnaire representing 22.8% were not returned or invalid for analysis as displayed in Table 3.

Table 4: Frequency Distribution of the Respondents' Demographic Characteristics (N=295)

Characteristics	Category	Frequency	Percentages	Cumulative percentages
Gender	Male	150	50.7	50.7
	Female	145	49.3	100.0
Age	20yrs and below	83	28.0	28.0
	21-30years	196	66.6	94.6
	31-40years	9	3.0	97.6
	Others	7	2.4	100.0
Level	100	33	11.1	11.1
	200	45	15.2	26.3
	300	93	31.8	58.1
	400	119	40.2	98.3
	Others	5	1.7	100.0
C.G.P.A	1.5-2.39	14	4.7	4.7
	2.4-3.49	90	30.4	35.1
	3.5-4.49	171	58.1	93.2
	4.5 and Above	20	6.8	100.0

Source: Authors' Fieldwork Computation, 2019

The frequency distribution of the respondents' demographic characteristics is presented in Table 4 above. The table shows that out of the 296 respondents, 150 (50.7%) were male, while 145 (49.3%) were female. The findings recorded higher

number of male students of the selected universities than their female counterpart which implied that the student respondents of these universities were largely dominated by male. Also, 83 (28.0%) are within 20years and below age bracket, 196 (66.6%) within 21-30 years, 9 (3.0%) within 31-40 years; while 7 (2.4%) respondents were above 41 years and above. This by implication mean that the age bracket of 21-30years was the dominating age bracket in these universities. Furthermore, this section illustrated that students in 400 level gathered the largest population with 40.2% amounting to 119 respondents, 300 level has 93 respondents with 31.8% rate, 200 level with 45(15.2%), 100 level with 33 (11.1%) and 5 respondents were in others category with 1.7%. This implied that bulk of the sampled respondents were in 400 level hence assisting the respondents in understanding the subject matter. More importantly, students between the C.G.P.A of 3.5-4.49 gathered the largest population with 58.1% amounting to 171 respondents, C.G.P.A between 4.5 and above has 20 respondents with 6.8% rate, 2.4-3.49 has 90 respondents with 30.4% rate and 14 respondents were in the category of 1.5-2.39 with 4.7%. This by implication means that majority of the respondents would have a better understanding of what time management was all about.

Test of Hypotheses

Below are the hypotheses tested in this study;
Hypothesis One
H_{o1}: Prioritising has no significant effect on timely completion of assignments

Table 5: Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.797[a]	.635	.632	.860
a. Predictors: (Constant), To -do-List, Major task(s), Minor task(s)				
b. Dependent Variable: Timely completion of assignments				

Source: Researchers' Field Survey, 2019.

The table above presents the model summary. It shows that the correlation coefficient r is 0.797, which indicates that there exists a very strong relationship between timely completion of assignments (dependent variable i.e. the variable being predicted) and prioritising (to-do-List, major task, minor task - which are predictors or independent variables). It is also clear from the table that the r^2 which is the coefficient of determination is 0.635 approximately 64%. This implied that

more than two-third of percentage i.e. 64 % change in timely completion of assignments could be explained by the improvement in prioritising (to-do-List, major tasks, minor tasks).

Table 6: ANOVAª					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	320.739	3	106.913	169.434	.000ᵇ
Residual	184.261	292	.631		
Total	505.000	295			
a. Dependent Variable: Timely completion of assignments					
b. Predictors: (Constant), To -do-List, Major task, Minor task					

Source: Researchers' Field Survey, 2019.

Table 5 presents ANOVA table. The F-statistic as shown from the table is significant since the probability value of .000 is less than the alpha level of 0.05, thus the model is fit. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. This implied that, prioritising (to-do-List, major task, minor task) have significant influence on timely completion of assignments.

Table 7: Coefficientsª						
Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
1 (Constant)	1.775	.377			4.704	.000
To-do-List	.348	.062	.294		5.610	.000
Major task	.621	.057	.567		10.817	.000
Minor Task	.130	.050	.129		2.623	.000
a. Dependent Variable: Timely completion of assignments						

Source: Researchers' Field Survey, 2019.

Table 7 presents the coefficient of independent variables. The coefficient of To-do-List of 0.348 suggests that there exists a positive relationship between to-do-list and timely completion of assignments. This shows that for every increase in that predictor (To-do-List), timely completion of assignments increases by 34.8%. In addition, the probability and [t-statistics] value of .000 and [5.610] further suggests that the relationship between to-do-list and timely completion of assignments is significant since alpha level of 0.05 is greater than the p-value. The conclusion therefore is that modification of the to-do-list was a major contributor to timely completion of assignments.

Also depicted on the table, the coefficient of major task of 0.621 suggests that there exists a strong positive relationship between major tasks and timely completion of assignments. This shows that for every increase in that predictor (major tasks), timely completion of assignments increases by 62.1%. In addition, the probability and [t-statistics] value of .009 and [10.817] further suggests that the relationship between major task and timely completion of assignments is significant since alpha level of .05 is greater than the p-value. The conclusion therefore was that modification of the major task was also a contributor to timely completion of assignments.

Furthermore, the coefficient of minor task of 0.130 suggests that there exist a positive relationship between minor tasks and timely completion of assignments. This shows that for every increase in that predictor (minor tasks), timely completion of assignments increases by 13.0%. In addition, the probability and [t-statistics] value of .000 and [2.623] further suggest that the relationship between minor task and timely completion of assignments is significant since alpha level of 0.05 is greater than the p-value. The conclusion therefore is that improvement in minor task also contributes to timely completion of assignments.

The regression equation above has therefore, established that taking all factors into account (to-do-list, major task, minor task) constant at zero, timely completion of assignments would be 1.775. As a result of this, it was concluded that prioritising has significant effect on timely completion of assignments since alpha level of 0.05 is greater than the p-value. This is in tandem with the study of Ather et al. (2016) on exploring relationship between time management and the performance teachers in senior secondary school, Sahiwal District, Punjab.

Hypothesis Two
H₀₂: Scheduling has no significant effect on CGPA achievement

Table 8: Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.785[a]	.616	.613	.819
a. Predictors: (Constant), Time Table and Deadlines				
b. Dependent Variable: CGPA achievement(s)				

Source: Researchers' Field Survey, 2019.

Table 8 presents the model summary. It shows that the correlation coefficient r is 0.785 which indicates that there exists a very strong relationship between CGPA achievements (dependent variable i.e. the variable being predicted) and scheduling (Time table and Deadlines - which are predictors or independent variables). It is also clear from the table that the r^2 which is the coefficient of determination is 0.616 approximately 62%. This implied that more than two-third of percentage i.e. 62 % change in CGPA achievement could be explained by the improvement in Scheduling (Time Table and Deadlines).

Table 9: ANOVA[a]					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	267.839	2	133.919	199.526	.000[b]
Residual	167.125	293	.671		
Total	434.964	295			
a. Dependent Variable: CGPA achievement					
b. Predictors: (Constant), Time table and Deadlines					

Source: Researchers' Field Survey, 2019.

Table 9 presents ANOVA table. The F-statistic as shown from the table is significant since the probability value of .000 is less than the alpha level of 0.05, thus the model is fit. Therefore, the null hypothesis is rejected and the alternate hypothesis is accepted. This implied that, Scheduling (Time Table and Deadlines) have significant influence on CGPA achievements.

Table 10: Coefficients[a]						
Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
1 (Constant)	2.172	.385			5.645	.000
Time table	.497	.067	.442		7.389	.000
Deadlines	.430	.065	.395		6.606	.000
a. Dependent Variable: CGPA achievement						

Source: Researchers' Field Survey, 2019.

Table 10 presents the coefficient of independent variables. The coefficient of time table of 0.497 suggests that there exists a positive relationship between time table and CGPA achievement. This shows that for every increase in that predictor (time table), CGPA achievement increases by 49.7%. In addition, the probability and [t-statistics] value of .000 and [7.389] further suggests that the relationship between time table and CGPA achievement is significant since alpha level of 0.05 is greater than the p-value. The conclusion therefore was that improvement in time table was a major contributor to CGPA achievement.

Also depicted on the table, the coefficient of deadlines of 0.430 suggests that there exists a positive relationship between deadlines and CGPA achievement. This shows that for every increase in that predictor (deadlines), CGPA achievement increases by 43.0%. In addition, the probability and [t-statistics] value of .000 and [6.606] further suggests that the relationship between deadlines and CGPA achievement is significant since alpha level of .05 is greater than the p-value. The conclusion therefore was that improvement in setting deadlines was also a contributor to CGPA achievement.

The regression equation above has therefore, established that taking all factors into account (time table and deadlines) constant at zero, CGPA achievement will be 2.172. As a result of this, it was concluded that scheduling has a significant effect on CGPA achievement since alpha level of .05 is greater than the p-value. This study was in line with the study of Nigussie (2019); Alsalem, et al. (2017); Ather et al. (2016).

Conclusion

This study has thrown light into the effect of time management on students' academic performance in selected universities in Kwara State. Based on the data that was collected from respondents in the selected universities in Kwara State, the study concludes that;

Prioritising with strong bias on to-do-list, major task, minor task has significant effect on timely completion of assignments. Also, the study concluded that scheduling through setting time table and deadlines has significant effect on CGPA achievement. This study also concluded that generally, time management has a significant effect on students' academic performance, especially in the selected universities in Kwara State. Hence, university management does have a role to play in assisting students perform optimally.

Recommendations

Based on the conclusion of this study, the following recommendations were made; This study recommended that effective attention should be given to priorities of activities as this has shown to have a direct effect on the completion of assignments by the students of the selected universities in Kwara State. Students need to make out a list of tasks to be attended to with specific times attached to them, taking into consideration the major and minor tasks. Tasks must be assigned with the right materials.

Also that students should endeavour to build effective time scheduling culture in their respective activities as this enhance the attainment of goals and objectives set by student and in turn affecting the CGPA or academic performance as the case may be. Generally, it is important for students to develop a sense of urgency as every minute counts. Students should avoid procrastination as this is destructive and can bring about poor academic performance. Therefore, universities, on their respective parts, need to set up an effective learning environment for students' comfort in order for students to be able to compete and performance effectively.

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APPENDICES

Appendix A
KREJCIE AND MORGAN SAMPLE SIZE TABLE

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Where: S = Sample Size N = Population
Source: Krejcie and Morgan (1970).