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Success and the Balance of Commitment and Time: Effects of Perceived Time Management Control on College Student Performance

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Honors Thesis

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Abstract

This study explores how time management and the perception of control over time contribute to undergraduates success in college. Although students have good grades in college, they may not be able to achieve the desirable combination of a high GPA, extracurricular involvement and a career-related employment history. Students often become overwhelmed with the pressure to achieve this success, but lack the time management skills to balance everything. This paper explores how students best use their time in order to gain college success. Extant literature suggests that students who are more involved on-campus with academics, extracurricular activities and employment opportunities achieve greater success in college due to higher levels of perceived time management skills. Further, it suggests that college success does not rely solely on students' time management behavior, but more on their perception of control over time, regardless of the amount of involvement in both school-related and nonschool-related activities.

Keywords: Time management, perception, academic performance, college students

Success and the Balance of Commitment and Time: Effects of Perceived Time Management

Control on College Student Performance

The desire to achieve success in college often causes undergraduate students to experience role overload, defined as having too much to do in the time available (Beehr et. al, 1976). Role overload frequently pressures students, which makes them feel too stressed to handle daily tasks. Ultimately, this results in poor time management, which decreases academic performance.

People are not born with time management behavior. Rather, it is a set of skills that people adapt into their everyday behavior. Since students do not automatically know how to manage their time and requirements for academics, they tend not to seek additional involvement elsewhere. Logically they believe more free time means a greater opportunity to complete tasks. However, the solution is more complex. Students often find it hard to complete their assignments in larger spans of time because they lack structure in their schedules.

According to Zhang and RiCharde (1998), the top three reasons why students drop out of college are: inability to handle stress, lack of commitment, and the realization of the gap between expectations and college realities. A common belief for incoming freshman is that getting good grades is as simple as studying hard. However, they soon realize it is more complicated than studying hard. Students suffer from increased levels of stress because they desire good grades. But they often cannot manage the stress, which prevents them from joining extracurricular activities. The lack of commitment also increases stress among students. The connection among these three influences is the need for improved time management behavior.

Similarly, Bluedorn and Darnhardt (1988) stressed that time management is "the area in need of most research at the individual unit of analysis" (p. 315), because "students become

overwhelmed with feelings that there is not enough time to complete all their work adequately" (Macan, 1990, p. 760).

In reviewing the extant literature, it is often suggested that college students receive better grades if they have more free time for studying and completing projects on time. Other common assumptions suggest that students who practice time management behavior, such as making to-do lists and setting goals, will also receive higher grades, or that students who spend more time working, either part-time or full-time, will have lower higher grades than students who have more free time. It is even suggested that students who are only involved in on-campus activities receive higher grades than those involved off-campus.

This paper explores the relationship between external commitments, time management and academic performance. It examines how university undergraduates have the time to build the "perfect" resume while maintaining an appropriate amount of study time to achieve good grades. Specifically, it examines academic performance and time management behavior; academic performance and time; and student feelings and perceptions toward school and time management.

All areas are explored to suggest the most effective combination of work, school, activities and time management for students to achieve college success.

Literature Review

Many students believe that they possess great time management. However, a number of scholars suggest it is not the behavior that leads to success, but rather the *perception* of control over time (Armitage, 2001; Macan, 1990). By having a perception of greater control over time management, students are able to accomplish more because they are aware of when they need to

complete certain tasks. Scholars such as Ballard and Seibold (2003) and Rubin et al. (2004) extended this research by developing actual measurment scales.

Academic Performance and Time Management Behavior

Time management behavior is a strong predictor of academic performance and overall satisfaction (Arnett, 2004; Carney and Geiss, 1981; Misra and McKean, 2000; Moore, 1994; Price, 1996; Tan, 1991; Trockel et al., 2000). Students who possess practices such as making daily to-do lists are more likely to accomplish tasks than students who do not write down their objectives. By writing down high-priority tasks, students are more likely to remember because they have a greater awareness over their time management.

Most students do not use such measures like planners to keep track of tasks and often feel like they have forgotten something. Weissberg, et. al. (1982) surveyed students and reported that 67 percent identified effective time management as their greatest need while in college. Even though ways to practice time management can be taught, students cannot apply the skills unless they have consciously repeated and incorporated the skills into their behavior on a regular basis. According to the Theory of Planned Behavior, subjects who practice time management skills constantly reshape their perceptions, causing a variance in their actual behavior (Ajzen, 1991). In other words, individuals develop a higher perception of control over their time.

In general, people are more likely to adapt time management skills in their behavior after receiving time management training (Bost, 1984), which affects the amount of time that subjects dedicate to high-priority activities. Once individuals understand how to identify tasks as high-priority, they then are able to rank their activities in terms of importance.

In a similar study, Hall and Hursch (1982) reported an increase in time spent on high-priority projects after reading time management manuals. The study concluded time management

training to be an effective influence. The finding that students report better time management

behavior and better academic performance after receiving training was later supported by Macan

(1990). She reported a clear increase in time management scores after subjects attended a time

management seminar, and inferred that students who hold a job while taking college courses

practiced better time management skills consistently after receiving time management training.

However, Bost (1984) studied four groups of students on academic probation in a similar

study and found no difference in GPA among the groups after receiving time management

training. Each group received a different method of training, but no group performed better than

the others. It might be that the students lacked motivation to perform well academically, and that

is why they are on academic probation.

Both studies were limited by their sample selections because they failed to address the

general student population as subjects in determining the effectiveness of time management

training. Bost only measured students on academic probation, which is not an accurate

representation of the average student. Hall and Hursch lacked a control group to compare with

the focus group who was administered the time management training. Neither study followed up

with the subjects to determine if the training had any long-term impacts on students overall

GPAs.

A later study supported two factors that were consistent with Lakein's findings: setting

goals and priorities, and the mechanics of time management. Macan (1990) hypothesized a

positive relationship between self-reported time management behaviors of students and their

performance, and a negative relationship between time management behaviors and role overload.

Her Time Management Behavior Scale was developed to assess how people use time

management skills in work situations, and how well they perceive their control over time (p.

761). Her study sought to measure the relationship between students' time management and their self-reported academic performance. Macan found that work impacts individuals time management skills by providing structure, which enhances their perception of control over time. For example, people who work are more likely to be on time because they have a higher awareness of when to arrive and how long it takes to get there. However, it did not consider the amount of additional responsibilities that each individual endures each day outside of work.

Effective time management behavior enables students to address their current tasks, rank them in terms of importance and complete them by set deadlines. Important skills to incorporate are setting goals and focusing on how to reach the desired outcome (Eccles, 1983). This makes the subjects think about not only tasks in the moment, but ones that affect the future as well. By identifying what they want long-term, they are able to identify their present needs in order to achieve their goals.

Individuals must identify their needs and wants, prioritize them in terms of importance (Lakein, 1973), and then determine goals. After their goals are identified, they are able to focus on logical ways to approach each goal, and break down long-term goals into smaller objectives. Individuals are then able to identify what behavioral changes are necessary to manage their time effectively in order to reach their goals. The adaption of time management skills in their behavior improves their overall perceived control of time.

However, neither Lakein nor Eccles tested if time management training improved the subjects' long-term behavior, or why certain outcomes are more desirable than others. Both studies only addressed to the general public rather than focusing specifically on the college student population. Therefore, the literature fails to answer what drives student motivation and does not explore their perception of control over time.

Many scholars found that time management skills help students manage their school-related tasks in relation to their academic performance (Curtis and Lucas, 2001; Macan, 1990). By adapting the skills into their behavior, students are able to complete all tasks and requirements efficiently because they have a greater awareness of their assignments. However, what is missing from the literature is how external responsibilities of students affect their time spent studying and ultimately, their academic performance.

Academic Performance and Time

It is commonly assumed that students who spend more time studying will receive better grades than students who have limited time to study. This belief is supported by McFadden and Dart (1992) who reported an influence of total study time on expected grade outcome. Similarly, a recent survey showed that 34 percent of college freshman dedicated at least six hours per week of their free time to homework and studying (Nonis and Hudson, 2006). Students often feel that the amount of time they spent studying justifies good grades because they focus on how long they studied instead of how well they remembered the material.

Pressure to study hard is not the only stressor experienced by college students. With a consistent consistent increase of tuition, more students are turning to work while attending college to help cover school-related expenses in addition to various others such as living costs. Previous studies explored the relationship between the number of hours worked per week and college students academic performance (Nonis and Hudson, 2006; Strauss et al., 2002). Many students are working while taking college courses, leaving them with less time to study. One survey reported that 39 percent of college freshman are working 16 hours or more per week, and projected annual increases in the number of students who work while attending school (Gose, 1998). Since students are suffering from a lack of study time, their grades are expected to be

lower. It is also suggested that professors might be expecting less from students in order for them to fulfill multiple requirements and achieve good grades (Nonis and Hudson, 2006). However, this may have long-term consequences for both students and future employers. For example, if less is expected from students academically, then it may result in them being less prepared after graduation. It may even result in decreased expectations in the work field.

Surprisingly, the relationship between the amount of time dedicated to working and academic performance is not always clear. Nonis and Hudson (2006) found no apparent influence between hours spent working and GPA outcomes. Similarly, Light (2001) explored the relationship between workload and grades among college students, and found that students who work more hours per week reported higher grades. Students also exhibited the same work ethic in both their job and school.

Why is it that students who spend more time per week working have higher grades than students who do not work? It might be that an abundance of free time to complete tasks results in poor time management behavior because students perceive their time as "endless." On the contrary, students with less study time have a higher level of perceived control over their time because of various requirements. Increased structure in students' daily schedules in turn increases their overall awareness. Therefore, they are able to complete tasks on time and balance both work and school-related commitments while experiencing less role overload.

Despite the positive relationship between time spent working and academic performance, the studies mentioned above failed to look into additional requirements or commitments that take time away from studying. Nonis and Hudson suggested that educational institutions may be expecting less from students, but they did not explore what motivates certain students to perform better academically. Light also explored the relationship between hours spent working and

grades, but he failed to consider additional time commitments. Further research is called for to better understand what combination of hours spent studying, working and fulfilling extracurricular requirements exhibits the greatest opportunity for students to achieve success in college.

Previous literature suggests that students who engage in multiple extracurricular activities in addition to taking college courses also exhibit better academic performance. With multiple requirements and various levels of difficulties for each task, students have reported a greater level of perceived control over their time. This increased time management behavior makes it easy for them to identify high-priority activities in addition to time limitations. Therefore, they can accomplish their tasks easier according to deadlines. No previous studies have focused on the amount of time that students dedicate to extracurricular activities and how it influences their overall academic performance.

Academic Performance and Perception of Control Over Time

Time management skills do not reflect solely on a student's behavior, but also on their perception of time. According to a 1991 study, Britton and Tesser found a positive relationship between university students' GPA and their perception of control over their time. Students reported better grades when they felt they had a greater awareness of the tasks at hand, the time requirements for each task to be completed, and the absolute final deadlines for each task to be completed. Macan (1990) supported the finding that students who perceive themselves as having more control over their time reported a higher satisfaction with school than students who felt they had little to no control of their time. She interpreted this perceived control as a positive relationship between perception of control over time and students academic performance.

However, Macan's study failed to explore the correlation between the perception of control over time and the amount of student participation in activities outside of the classroom.

According to Macan's Process Model of Time Management (1994), people experience better job performance with a greater perception of control over time. Individuals with better job satisfaction also exhibited better work performance. People cannot gain this perception until after they have developed some time management skills. Similarly, the Theory of Planned Behavior (Armitage, 2001) supports Macan's model that people must first change the way they think in order to change their attitudes and increase productive time management behavior.

Earlier exploration by Bond and Feather (1988) provided the backbone for the relationship between time commitments and studying. They found that participants who added more purpose and structure to their time experienced greater optimism toward the future and practiced more efficient study habits. It was suggested that this perception increased student motivation, which has a positive influence on overall GPA. Students with higher levels of perceived time management also perceive greater self-efficacy with their overall performance than students who have lower levels of perceived control of their time.

Motivation

A significantly positive influence on academic performance is student motivation. Students who possess a stronger interest in their courses exhibit better grades than students who are only taking classes because they are required for a long-term plan (Miche et al., 2001; Eccles et al.,1998). Students value tasks more if they are interested in the subject. Therefore, students who have more self-motivation to learn will achieve better grades because they are motivated by *personal* interests. It appears that motivation makes students more accepting to complete academic-related tasks and allows them to remember the material better. This may be because

self-motivated students perceive tasks as challenges to conquer rather than demands that are forced upon them by an external source.

For years good grades have been considered as a good predictor of success and motivation in college (Carney and Geis, 1981; Tan, 1991). Similarly Deci et al. (1991) suggested that students who feel self-motivated are apt to accomplish more tasks than those who feel forced. Therefore, students who identify school as a high-priority goal will have greater success in college because they perceive their achievements as self-motivated. They are also more willing to engage in multiple activities because they have a greater interest to get involved. This idea was supported by Epstein (1992), who found that students who have a greater level of productivity also have an easier time adapting to a larger workload in college. Students who are aware of the maximum intensity of a workload that they can handle have shown better academic performance because they know how much stress they can tolerate. This decreases the pressure to be an overly involved because these students possess a greater awareness of how many tasks they can accomplish in the available time. However, Epstein's study lacked a further explanation as to how increased workload affects student perception of time management.

It was suggested by earlier research that student motivation results from their overall perceived satisfaction with their academic performance, which is directly influenced by student self-efficacy and perceived levels of stress. Many scholars suggested these common predictors impact how students perceive their time management and work load (Abousiere, 1994; Bandura, 1993; Gigliotti and Huff, 1995; Hackett, 1992). The Student Motivation Scale was developed to assess students feelings toward school in order to determine how motivated they are to complete academic-related requirements. Similarly, the Organizational Temporality Scale is used to assess how students talk about events in terms of present time and future time perspective in order to

determine how they perceive time as well as how future events impact individuals present behavior.

Stress

One of the major influences on student motivation is stress, which frequently has a negative long-term relationship with academic performance. Stress is defined as the physical pressure, pull or other force exerted on one thing by another. In other terms, stress is any strain that individuals feel. Extant literature suggests that students who experience lower perceived levels of stress achieve better grades than students who feel overwhelmed by stress. Decreased stress results from effective time management behavior, and can ultimately result in higher GPAs among college students. According to Schuler (1979), "time management means less stress for individuals" (p. 854) because they possess a greater perception of their time and responsibilities. In a later study, Struthers et al. (2000) supported Schuler, finding an inverse relationship between school-related stress and academic performance among undergraduates. Without stress clouding their vision, students experience an easier time working through challenges in a given deadline.

Previous studies showed that students with a higher perception of time management have less psychological issues (Bond and Feather, 1988), and are more likely engage in multiple activities. Due to decreased perceived levels of stress, students can manage their time more efficiently, which increases their perception of control. Similarly, Brown (1985) found that this perceived control also affects how well subjects focused on current tasks, and how they felt about the time spent on each task. In a later study, Bandura (1995) proposed that decreased levels of stress result from an increased perception of control over the source of the stress. If students feel that they have full control over their commitments, they experience less stress because they perceive each task as a challenge to overcome rather than an obstacle. Therefore, students who

reported lower perceived levels of stress also exhibited a better perception of time management

and felt a greater control in general than students who reported higher perceived levels of stress.

Although students with greater amounts of free time are expected to achieve better

grades, Bailey and Miller (1998) found that students with more free time and fewer

responsibilities experience greater levels of perceived stress, as well as lower satisfaction overall.

It appears that students with large amounts of free time perceive their time as endless because

they have no structure or strict deadlines throughout each day. This often results in students

being easily distracted and not completing assigned tasks due to poor time management, which

increases their stress levels.

 Decreased levels of perceived stress among college students are a positive influence on

student motivation, which has a long-term positive impact on academic performance and overall

GPA. However, further research is required in order to determine what external sources, such as

work requirements, cause students the greatest amount of stress, and how these stressors affect

student motivation. This research will add insight in understanding the extent of the impact that

higher levels of perceived stress have on students overall academic performance.

Self-Efficacy

The second major influence on student motivation is self-efficacy. Self-efficacy is

defined as student confidence in their ability to complete tasks well; how well they feel that they

understand the material; and how well they perceive their control over tasks. Self-efficacy also

refers to how confident students feel about themselves in relation to their academic performance.

Previous studies show that decreased stress results in increased self-efficacy. According

to Eccles et al. (1998), student self-efficacy represents their ability to complete tasks well based

on how well they perceive control over their tasks. For example, if students have a greater sense

of confidence, then they will feel more motivated to complete academic-related tasks with a stronger overall performance. Self-efficacy is frequently referred to as a strong predictor of higher GPAs among college students (Brown et al., 1989; Hackett et al., 1992; Landy et al., 1991; Miche et al., 2001). An earlier study by Sandler (2000a) suggested self-efficacy as a stronger predictor of student intentions to remain in school than stress because it has a more positive impact on academic performance.

In a similar study, Deci et al. (1991) reported that once they have a clear idea of their goals, students can establish measureable objectives to achieve each goal. This suggests students are more motivated to accomplish tasks associated with achieving their goals, and students who possess a higher self-efficacy perceive stressful tasks as challenges rather than obstacles (Chemers et al., 2001). Therefore, they possess a greater confidence with their academic performance, which results in an increase in student motivation.

The literature suggests that students who are engaged in more responsibilities experienced a greater pressure for time management behavior, but they also reported higher self-efficacy (Ackerman and Gross, 2003; Bailey and Miller, 1998; Garhammer, 2002). Higher levels of self- efficacy have shown positive influences on students overall satisfaction with academic performance, which increases both student motivation and perceived level of time management. Although the previous studies support the positive relationship between self-efficacy and academic performance, additional research is needed to determine the extent of the influence of self-efficacy on student motivation.
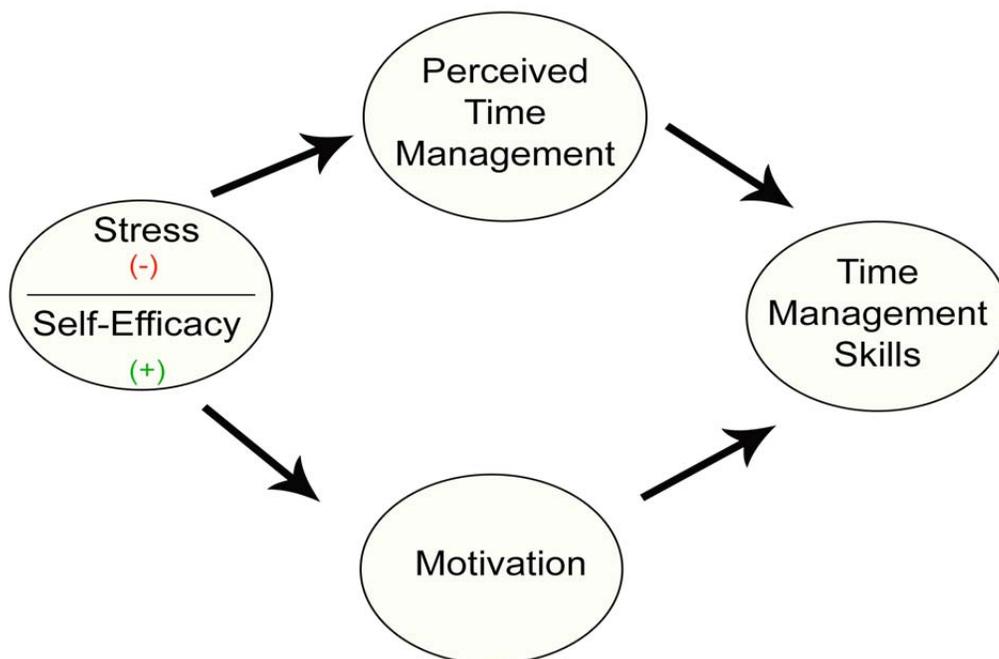
Time Management Model

To illustrate the influence of stress and self-efficacy on time management skills, the Time Management Model (Figure 1) shows their impact on both motivation and perceived time

management. For example, if students suffer from higher levels of perceived stress, then it

negatively impacts their self-efficacy. Higher levels of perceived stress also impact student

motivation. Extended periods of increased stress levels often result in poor time management

skills, causing students to exhibit worse academic performance.

In contrast, students who perceive lower levels of stress reported a greater feeling of self-

efficacy. This feeling motivates students to achieve greater academic performance because they

are satisfied with their academic performance, which increases their overall perception of time

management. Students with an stronger awareness of tasks and the time available increases their

ease to practice time management skills unintentionally.

Figure 1: Time Management Model

Therefore, the combination of increased motivation, perceived time management and

time management skill suggests the greatest opportunity for academic success in college. But

students must first focus on lowering their perceived levels of stress and increasing their self-

efficacy before they establish their perception of control over time management. Through this

perception can students practice time management skills without force, which leads to the ultimate success in college.

Student Motivational Scale

Motivation can predict self-efficacy among students to determine how they feel toward school. Student motivation was previously defined by Beatty and Payne (1985) as a "temporary condition in which individuals direct high levels of concentration and attention toward the competent completion of a task" (Rubin et al., 2004, p. 343). The Student Motivational Scale was developed to assess students feelings toward school (Christophel, 1990).

Determining how college students feel towards school shows their levels of motivation based on their perceived interest in the learning material. As mentioned earlier, students who enjoy what they are studying are more motivated to complete academic-related tasks because their want to learn is self-motivated, which results in higher overall GPAs. Students perception of the tasks at hand is also measured by the Student Motivation Scale.

Organizational Temporality Scale

An alternative option used by researchers to measure student perception of time is the Organizational Temporality Scale, which assesses how students think about events in terms of the future and present time. Results are then used to evaluate how student perceptions about *future* events influence their *present* behavior. According to Seibold (2009), time construal refers to how subjects interpret time as slow versus fast, and is affected by whether they are more focused on events in the present or the future.

Ballard and Seibold (2004a) explored how people schedule events in terms of arrangement. They studied how individuals perceive events and tasks in order to determine which ones they perceive as high-priority. Additional research provided insight into the duration

of the events and the activities that will be present at the events (Ballard and Seibold, 2000; Hall, 1983; McGarth and Kelly, 1986; Yakura, 2002; Zerubavel, 1981). These factors help determine how students perceive the *value* of the event and the extent of how perceived value directly influences student high-priority classification. Similarly, Jordan and Bird (1989) used the future time perspective scale to assess a person's thoughts and feelings about future events, and found that participant views toward future events affects how they act in the present. It may be because individuals who plan for the future have a greater awareness of their present behavior and the need for it to be altered in order to achieve their long-term goals.

How students perceive their control over time is a significant factor in determining how they think about events in present and future time. The Organizational Temporality Scale was developed by Ballard and Seibold (2000, 2003, 2004a) to assess how individuals perceive their time at events with others, which relates to how they determine the value worth of each event.

Opportunity for Additional Study

As described earlier, previous studies explored the relationships between school and time management; work and time management; time spent studying and academic performance; and perception of time management on college GPAs. However, little research has examined the relationship of role overload and student perception of control over time, or how both factors combine for students to achieve success in college. Additional research is needed to understand the direct impact of perceived time management on student success in college.

However, success does not result solely from time management behavior. Students who possess increased awareness of their time commitments and restraints are more likely to remain in school and complete all tasks by deadlines. Individuals who have a greater awareness of daily demands may also possess an increased perceived control over their time management.

A pilot study examined the optimum balance between commitments and time in relation to student perception of control over time, time management skills and role overload. The goal of this study seeks to find out what makes students most successful. In this study, success is defined as achieving a 3.0 GPA or higher; having career-related experience through internships and jobs; involvement in both business and pleasure related extracurricular activities; and managing time successfully to complete tasks on time. Thus emerged the research hypothesis: students who feel in control of their time, regardless of the level of activities are more academically successful.

The study compared students self-reported grades with the number of activities that they participate in. It also used the Student Motivation Scale to determine if motivation in college is directly related to students perception of time and the Organizational Temporality Scale to assess how students view events in their time. Perception of control over time was measured based on the future and present tense perspective scales from the Organizational Temporality Scale.

Method

This pilot study surveyed undergraduate students at a medium-sized university to determine what combination of academics, work and extracurricular activities lead to college success. GPA scores were self-reported by participants and compared with other factors that have a direct impact on academic performance. The survey asked participants basic demographic questions, feelings toward school (based on the Student Motivation Scale), and how they think about events in terms of future and present time perspectives (based on the Organizational Temporal Scale).

Participants

A subject pool (N=1500) was randomly selected using the school's email database. Recipients of the solicitation email were not able to identify other potential participants. The survey was confidential, anonymous and completely voluntary.

Research Design

The survey contained 14 questions, using a Likert scale design. All survey data was self-reported by participants. Subjects younger than 18 years old and graduate students were removed. There was no personal contact with email recipients and no identifiable information was collected.

Basic demographic and activity information was gathered, including age, gender, class rank, college classification, amount of credits taken in a typical semester, current GPA, hours spent studying a week outside of class, job status, number of hours worked in a typical week, number of extracurricular activities, and type of activities.

Using the Student Motivational Scale, subjects were asked to choose the term most associated with how they felt toward school to "assess students' trait motivation toward school" (Rubin et. al., 2004, p. 343). The scale contains 16 bipolar, semantic differential items for subjects to choose.

Finally, the survey assessed student perception of time in terms of how they talk about events in the future and present time perspectives based on the Organizational Temporality Scale (Seibold, 2009). The future time perspective scale determines how students talk about future events in terms of scheduling, while the present time perspective scale evaluates how students perceive present events. It is also inferred that how individuals perceive upcoming events is a direct and significant influence on their present behavior.

The pilot study explored a wide variety of factors that affect college students overall perceived control of time management, and how this perception influences their academic performance. No previous research studied how students manage their time to achieve college success while working and participating in multiple extracurricular activities.

Results

Unfortunately, the survey attracted an insufficient sample size (N=26) for statistically valid results. Despite the decreased responses, some limited data emerged from the subjects.

In general, there was a good distribution of age and student rank. The data also suggested that 50 percent of the participants worked while taking college course. Similarly, half participated in at least one extracurricular activity. The self-reported GPA score showed that 94 percent of participants had a GPA greater than 3.0, and 40 percent had greater than 3.5. Overall, the Organizational Temporality Scale data, although limited, suggested a greater focus among participants on future plans than on present demands.

These results are consistent with previous literature that students are experiencing less free time and more time working or participating in extracurricular activities.

<center>**Discussion**</center>

Despite the small subject pool, the limited results were consistent with previous studies. Conventional wisdom suggests that students who are less involved outside of the classroom achieve greater academic performance because they have more free time to study. External involvement outside of school, such as work or extracurricular activities, also limits time spent studying. Students desire maximum study time, yet also feel pressured to complete career-related internships and to participate in extracurricular activities both on and off campus. The pressure to

succeed universally causes students to experience higher levels of perceived stress and, ultimately, suffer poor academic performance.

However, this notion is not supported by previous studies. According to Ackerman and Gross (2003), students with less free time have significantly higher GPAs because they experience more responsibilities and time structure than students with more free time. Similarly, students who were working while in school also reported better academic performance.

Time management training develops an individuals' perceived control over time. This paper argues that perceived time management is a direct positive impact on academic performance.

The ideal workload for college undergraduates might be described as "very busy." Involvement with multiple activities and working teaches students responsibility in addition to increasing their perception of time management. Students with a greater perceived control over their time perform better academically because they have more structure and purpose in their daily schedule.

In order for students to achieve the greatest level of success, they must first practice time management skills consistently. Students will adopt the skills into their behavior after a period of repetition, which also reshapes their perception of time and the tasks to be completed within that time frame. Development of this perception over time positively influences student overall GPA and academic performance. A major positive impact of increased levels of perceived time management is increased student motivation.

Time management is a learned behavior that can be taught through effective training such as seminars that will teach students how to identify high-priority tasks and activities as well as how much time should be spent on each. This tactic encourages students to practice the ideal

time management skills and recorrect their current behavior. Some universities provide time

management sessions for students to voluntarily attend. Since students are self-motivated to

change their behavior, they are more likely to adapt the practices and change their perception for

better academic performance.

The major impacts on student motivation are stress and self-efficacy. Students who

experience less academic stress portray greater amounts of positive self-efficacy than students

who feel overwhelmed by their workload. Those who possess a larger overall perception of their

tasks at hand have an easier time completely assignments on time. Since they have a better

understanding of learned materials and the time frame for each task, students experience lower

levels of stress.

Future Scholarship

An expanded use of this pilot study would more clearly illustrate the relationship of role

overload and academic performance. It is important that a larger subject pool is targeted with

consistent follow-ups to increase the number of respondents. To further assure validity and

reliability in the study, it could be replicated at numerous universities.

Results can improve the understanding for students on how to achieve the greatest level

of success in college. The data would provide insight on the most effective ways to practice time

management skills in order to establish a higher level of perceived control over time. It is even

possible the findings might even increase the number of students who work while in college and

the amount of participation in extracurricular activities, both on and off campus.

How well do college students study?

Future scholarship might explore how *well* students study. It is important to understand

the *quality* of study time in order to identify what areas need the most attention. Such research

might suggest new time management practices to be developed that will improve the quality of study time.

For example, focus groups could be organized and each assigned a different method of time management behavior. The groups would be observed over an extended period of time to assess the long-term influence of specific study habits. The effects of each study behavior would be monitored, as well as their influences on academic performance and the students' overall perceived control of time.

As previously suggested, retention of the learning material is based on the quality of study time rather than the quantity. Each focus group might be allotted different time periods dedicated to studying. How well students use that time would be noted and correlated with their grades.

Similarly, various tactics might be applied with each focus group to increase student interest in the subject matter to improve overall academic performance. The Student Motivation Scale may be used to assess the levels of interest in each class in order to determine how motivated they are to learn the material.

Yet another area to be observed in this study would be the evolution of the students' perceived control of time management. Surveys could be administered in predetermined check points to assess student motivation based on their perceived levels of stress and self-efficacy. This, in turn, would reflect how well students perceive control of their tasks and the time needed to complete each one. It would also explore the relationship between student motivation and the quality of their time spent studying, and how they affect students academic performance.

Do education institutions provide necessary time management resources?

An exploratory study should research the time management training accessibility for students provided by universities or colleges. The areas in need of the most scrutiny are the available training tactics; whether or not they are required for students to attend; and if materials such as planners are provided for students. Various schools might be examined based on region and size of the student body. The diverse subject pool will provide insight into how schools determine what will be most beneficial to students.

The study should observe whether or not time management training is a requirement for students. If it is not required, the amount of voluntary student involvement should be gathered. This may improve the understanding into what motivates some students to seek time management training while others resist.

Using the collected data, the schools should be compared to determine which methods lead to the highest overall GPAs. Areas of comparison might include what training sessions are available; whether or not they are required; the rate of student involvement; and whether or not the schools provide the necessary material for optimal time management practices.

Does student perception of time management influence faculty teaching methods?

While it is important to understand the effects of perceived time management among students, it may also have an impact on teachers and the learning environment.

Student academic performance and class participation must first be identified, along with their perceived control over time. Teachers motivation to cover course material and to encourage student participation should be evaluated. Researchers might compare how students feel about the class with how the teachers feel in order to assess the impact student/instructor attitude in the learning environment.

Analysis of the results will offer additional insights on the most effective ways to increase motivation in the classroom for both teachers and students. It will also improve the understanding of how students' perceived control over time influences their academic performance, and how this relationship might impact teaching methods in learning environments.

How do students reduce their perceived levels of stress?

Student motivation is largely affected by perceived levels of stress, so it is valuable to explore how students reduce stress thus revealing the most effective methods of stress relief. The areas to be analyzed might include what methods students use; how often they practice stress relief; and how stress impacts their overall academic performance.

Conclusion

Students are often overwhelmed by role overload and the pressure to build the perfect resume. They commonly assume that in order to achieve a higher GPA, they need increased amounts of free time to study. Previous research suggests this belief often results in students not completing assignments on time because they have the perception that their time is endless.

However, this approach fails to appreciate the positive impact of effective time restraints. After reviewing the extant literature, it is safe to assume that students achieve the greatest level of college success through involvement in multiple activities. An active lifestyle provides structure and purpose to daily schedules, which offers a need for effective time management. By practicing time management skills, students gain higher levels of perceived control over time. This perception enables students to handle requirements according to deadlines more effectively, which leads to improved academic performance.

Students must be self-motivated to be successful. They must acknowledge their needs and wants, and then identify how they plan to achieve their goals. This motivates students to

adapt their current behavior, which enhances their perception of time. Through both the

perception and practice of time management, students are able to achieve a better academic

performance while balancing additional responsibilities.

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