A STUDY OF RELATIONSHIP BETWEEN TIME MANAGEMENT SKILLS AND LEARNING MOTIVATION OF UNIVERSITY STUDENTS

Dr. Muhamamd Naveed Khalid[1], Dr. Farah Shafiq[2], Kiran Farzand[3]

Original Article

1. Resource Person, Allama Iqbal Open University (Corresponding Author)
2. Assistant Professor of Education, University of Education Lahore, Township Campus farah.shafiq@ue.edu.pk
3. PhD Scholar of Education, University of Okara, kirankhanmm@gmail.com

Abstract

The current study was designed to investigate the relationship between time management skills and students' motivation at university level. It was a correlational study. Present study aims to explore the relationship between time management techniques and motivation of students at university level. The respondents of the investigation comprised of all the students enrolled at university level in district Faisalabad. Four hundred students were selected randomly from the disciplines of BS. Ed, BS Physics, BS Urdu and BS Mathematics. We observed more female students enrolled than males in arts and science subjects. The respondents belonged to second semester, fourth semester and eighth semesters. We ensured equal participation of the students from GC University and University of Education. Self-constructed instrument named Time Management and Motivation Survey (TMMS) used by the researcher for data collection. Analysis of the data was conducted using by SPSS (Statistical Package for Social Sciences). The results revealed there was a significant, moderate and positive correlation among the constructs of motivation and time management. It is recommended appropriate training may be provided to the teachers and students about time management to improve their performance at university level.

Keywords: Time Management, Students motivation, Learning, Academic Achievement

Introduction

Time management is the specialty of coordinating, sorting out, appointing and planning students the ideal opportunity for creating more suitability of work and efficiency. It is a need based organizing of time allocation and dispersion among challenging requirements. The accessibility of time cannot be expanded nor lessened from the 24 hours. Gerald (2002) characterized time management as an arrangement of standards, practices, aptitudes, instruments and frameworks that cooperate to help getting more incentive out of your time with enhancing the nature of life.

Argarwal (2008) in his studies declares that time management is an individual issue and one can naturally understands what the privilege is, then there is no exciting reason to stress. Routine life is not really a bet and describing time to each action for assistance. Unlike rest of the things, time lost never returns. Earlier work on time management present different points of view and results (Cemaloglu & Sevil, 2010; Elian & Aharon, 2003). According to Claesson, Eerde, Rutte, and Roe (2007) time management process relate absolutely to control of time, work fulfillment and wellbeing. It is opposite to tension.

The association with work, students' inspiration and academic achievement is not clear. Igdem (2010) examined the management relationship with achievement of students. There is a positive relationship between management and achievement score of scholars. He presumed that the aggressive conditions in business life have controlled individuals and business to do as such numerous things at the same time.

Davis (2000) analyzed the impact of time management on work and intellectual settings. The survey revealed a positive relationship between time management with work and performance. Various authors (Wright, 2002; Ancona, et al., 2001; Gorge & Jonas, 2000) evaluated the need to consolidate time in hypothetical models and research outlines regarding its associations. They found through survey that time management improves the performance. Perceiving the meaning of time management Shellaenbarger (2009) revealed that behavioral change methods that help individuals get organized with critical thinking and increased output. Eilam and Aharon (2003) hope that time management is a method for observing and controlling work patterns.

According to Claessons, et al. (2007) time cannot be overseen because it is a difficult to manage and how it is affecting behavioral state of mind. Managing performance in academic setting in public sector universities is an unpredictable issue. It includes looking at open assets as far as aggregate sum of financial concerns, the work force and other asset with revenues, for example, students' performance pass out rate and nature of research (Abdulkareen and Oyeniran, 2011).Colleges are set up to create talented personnel performance in advanced education is relied upon to bring positive development (Blanchard, 2004). Coelli, et al. (2000) express that the revenue measured by universities in terms of students' admission at university level.

Review of Related Literature

Proper time management is key to success in all aspects of life. Time management creates one of the best research themes in the arena of learning and studies. The idea of time management originates from F. W. Taylor's primary study of time and motion research of employees. Father of Scientific Management wrote the codes of scientific management and coherent effectiveness in the opening of the industrial revolution. He trace out the important features of output as systematizing work, maintenance techniques and tools. The work of different actions and time is mostly based on repetitive stopwatch studies.

Academic Motivation

Gottfried (1990) portrays educational motivation as, "fulfillment in school learning depicted by an expert presentation; premium; resourcefulness; undertaking endogeny; and the learning of testing, troublesome, and novel errands" (p. 525). On the other hand, Turner (1995) sees motivation as synonymous with mental engagement, which he describes as "tenacious jobs of strange state self-coordinated learning strategies, for instance, centering, affiliation, organizing, and watching".

Students' Motivation

Confidence and feeling of self-viability will develop through permanent efforts to manage time with students' motivation. Setting the paper in right increases the performance of life (Partanen, 2014). Inspiring students is a standout amongst the most difficult things we do as instructors, and a few of us need to hurl our hands in dissatisfaction or declare that it is difficult to motivate students for learning. Without a doubt students experience numerous past encounters that add to their inspiration in our classrooms. Be that as it may, instructors can have any kind of effect, for better or for more awful, in inspiring students to learn. Significant thoughts we have secured somewhere else are distinguished here as critical to inspiration (Center for Excellence in Teaching, 1999).

2.22 Extrinsic vs. Intrinsic Motivation

Extrinsic Motivation

Extrinsic motivation is the thing that is most acquainted with instruction; it is inspiration to act that originates from the outer condition, outside of the individual. When we are inspired extraneously, we act with the suspicion of prizes – grades, praise, cash, reduced time, or extraneous motivating factors. For example, educators spur learners consistently and participate in exchanges using support grades.

At the point when utilized wisely and keenly, extraneous motivation can be very useful in promoting student learning. We can utilize extrinsic inspiration further bolstering our good fortune as teachers on the off chance that we recognize what persuades students, yet we have to do as such deliberately. For instance, numerous students are unaware about their evaluations, either due to a craving to proceed in school and they will do what it takes to win decent evaluations.

Thus, on the off chance that we realize that evaluations are vital, we can utilize tests and papers to spur students to construct the aptitudes and learning we anticipate that will have. For example, if students can succeed basically by retaining, at that point they will remember. Be that as it may, if tests and papers require investigation and mix of thoughts, at that point students will take in these higher-arrange abilities (Center for Excellence in Teaching, 1999).

Intrinsic Motivation

When the external motivation originates from outward, at that point internal motivation originates from inside. Characteristically encouraged students need to learn on the grounds that they are interested, they need to enhance, they look for information, and acquiring knowledge provides them fulfillment. McKeachie (1999) noticed that this type of inspiration sustains and supports the propensity for deep rooted learning. As students leave school, outside sparks for adapting, for example, evaluations and acclaimare supplanted by long haul objectives and less quick rewards. Inborn inspiration urges us to keep adapting paying little mind to what rewards come our direction.

Motivating Students

A few students stress over evaluations; others have to fulfill a course essential. Still others need to learn and investigate thoughts. Indeed, numerous students are most likely inspired to learn and to prevail by a blend of inborn and extraneous components. The key for us as educators is to comprehend how we enhance students' inspiration to gain knowledge, and to support the characteristic inspiration that will manage acquisition of new skills for future challenges. The students react emphatically to these components in many classes (Davis, 1993).

McKeachie (1999) noticed that communication, especially with fellows, is a vital help for some students. There are a few simple strides you can take to make a situation where students consider themselves to be a piece of a group of students instead of as secluded people. Reward achievement freely does not should be a detailed exertion. Appreciate pupils for their remarks, praise great focuses by saying good idea and do reference for their commitments when you can.

Students react to collaboration with their companions. Maintain a strategic distance from singular rivalry. Rivalry all by itself is not really a negative. Setting bunches against each other in recreations that assistance them take in the material can be a helpful helper. Nonetheless, you ought to abstain from making a circumstance where students see themselves in coordinate rivalry with each other for grades. Endeavor to keep excessively nervousness from creating among students. The majority of us are habitual to carry activities for extended period of time when we are stressed over an essential test or a major occasion and need to ensure we succeed. Be that as it may, an excess of

uneasiness can make us need to surrender and not in any case attempt. This is the reason it is critical to have sensible objectives and desires and allow students to succeed (Center for Excellence in Teaching, 1999).

Academic Motivation

Gottfried (1990) portrays educational motivation as, "fulfillment in school learning depicted by an expert presentation; premium; resourcefulness; undertaking endogeny; and the learning of testing, troublesome, and novel errands" (p. 525). On the other hand, Turner (1995) sees motivation as synonymous with mental engagement, which he describes as "tenacious jobs of strange state self-coordinated learning strategies, for instance, centering, affiliation, organizing, and watching".

The Unmotivated Student

The pattern of diminishing understudy inspiration from instruction in optional/secondary school training and advanced education setting has attracted consideration regarding the idea of understudy inspiration. One of the essential elements for student learning and self-awareness is students' level of inspiration with scholastically deliberate exercises. Students' low inspiration with scholastic exercises is viewed as the principle explanation behind disappointment, negative involvement, and dropping out of school in a portion of the past research ponders. Intercessions to enhance student inspiration are primarily instructional arrangements, for example, outlining learning conditions and use of drawing in educating hones. Among them, instructors have control over just instructional practices. By outlining and executing different instructional situations and practices, students' learning and advancement could be moved forward. Research in advanced education and auxiliary/secondary school training setting alike has concurred that students' inspiration with scholastically deliberate exercises is one of the vital variables for understudy learning and self-awareness in customary and innovation improved learning conditions (Jelfs, Nathan, & Barrett, 2004).

In this manner, it is exceedingly prescribed that instructive foundations and teachers guide their vitality and assets to the philosophies and advancements to enhance students' motivation in their establishments (Kuh, 2001). While auxiliary/secondary school training writing characterizes students' motivation in three classifications, advanced education writing gives an umbrella definition to students' motivation as students' inclusion with scholastically significant exercises. As indicated by this system, students are more drawn in when the guideline (an) expands the contact amongst understudy and workforce, (b) gives chances to students to work in collaboration, (c) urges students to utilize dynamic learning methodologies, (d) gives convenient input on students' scholarly movement, (e) expects students to invest quality energy in scholastic errands, (f) sets up exclusive requirements for worthy scholarly work, and (g) addresses diverse student needs in the instructing procedure. Past discoveries from different instructive inquiries about affirm that understudy inspiration is an imperative build for learning and self-improvement (Jelfs, Nathan, & Barrett, 2004; Ginns & Ellis, 2007). Planning such learning situations requires usage of instructional outline procedures that address standards of students' motivation. The mix of up close and personal and web based learning situations offered ascend to another learning condition called mixed learning situations. Consolidating face-to face and web based learning conditions can possibly give a learning situation where students' motivation openings are more than utilizing just a single sort of learning condition (Boyle, Bradley, Chalk, Jones, & Pickard, 2003; Brennan, 2003; Osguthorpe & Graham, 2003).

Statement of the Problem

The human life rotates around time. It is the advantage of all exercises from life to death. A viable time management strategies are expected to the students' academic profession to make progress and true serenity. Reviews in higher education regularly rely on the achievement of an assortment of assignments, including those with various due dates, lengths and needs. This various projects, and after that assessments are dictated by the nature of endeavors put in. the more the roused the students, the more have odds of achievement for them. In this manner, scholarly execution is affected by time management aptitudes. Along these lines, as expanding requests are put on students' capacity to oversee time for scholarly achievement. Hence the current study is an intention to explore the relationship between time management skills and students motivation at university level.

Objectives of the Study

Objectives of the study are stated below.

1. To explore the motivational techniques among university students.
2. To find out the motivation of students under time management activities at university level.
3. To explore the correlation among time management skills and students' motivation at university level.

Hypotheses of the Study

To achieve the desired objectives, following hypotheses were formulated.

Ho1: There is no significant correlation between time management and motivation of students at university level.

Ho2: There is no significant correlation between gender and time management indicators of students at university level.

Ho3: There is no significant correlation among the indicators of time management of students at university level.

Ho4: There is no significant correlation among the indicators of motivation of students at university level.

Research Methodology

The study was correlational in nature. The current study was intended to examine the relationship between time management skills and students motivation at university level. The relationship of time management skills and motivation of students with their demographic information of the respondents was also explored. The research design, population of the study, sample selection method, hypotheses that were investigated, different types of variables used in the research, instrument, their reliability, validity and pilot testing of the instrument, techniques of data collection, application of statistical methods, and permission to conduct the research are also explained in below sections.

Research Design

The study was a correlational in nature. It was a survey type of research. Data were collected with the help of an instrument. The data that were collected belonged to quantitative form analyzed and interpreted.

Population

The population of study comprised of the students who were admitted in Government College University Faisalabad, and University of Education (Faisalabad Campus). The students were taken from BS Honors classes. The disciplines that participated in the study were, B. Ed (Hons), BS Physics, BS Urdu, and BS Mathematics.

Sample

Four departments Education, Urdu, Physics and Mathematics were selected from both universities randomly. A total of four hundred students were selected from the respective classes of those universities based on gender and location. Fifty students were selected from each department. So 200 (two hundred) students were selected from four departments of each university. Male students were 182 and female students were 218. Arts students were 200 and science students were 200. Urban areas students were 165 and rural

areas students were 235. The B. Ed. students were 100. The students of BS Physics were 100. The students of BS Urdu were 100. The students of BS Mathematics were 100. The second semester students were 148. The students of fourth semester were 126. The students of eighth semester were 126. The students belonged to GC University were 200. The students belonged to Education University were 200. All the students of each class were requested to fill up the questionnaires on five point Likert scale regarding the time management techniques and motivation of the students.

Instrumentation

Self-constructed instrument named, Time Management and Motivation Survey (TMMS)was used by the researcher herself for this purpose. Data were collected using the questionnaire. There are two variables, time management techniques and motivation. The dependent variable was performance of students. The instrument was pilot tested for this study to check the reliability, validity and suitability. The instrument was developed in English language and translates in Urdu language using back translation keeping in view the literature review and different questionnaires already used for different researchers about time management and motivation. The part of the questionnaire time management skills had 34 items with 5 factors named, goal setting, prioritization, managing interruption, procrastination/ postponement, and scheduling. The second part of the instrument was motivational techniques. It has 19 items with 6 indicators named, Intrinsic Motivation, Curiosity, Independent Mastery, Extrinsic Motivations, Pleasing Teacher, and independence of Teacher. The demographic information that was included with Likert type scale were, gender, subject, location, Class, semester, and university.

Table 1: ***Distribution of items of Time Management Skills***

S. No	Dimension of Scale	Item Numbers
1	Goal Setting	1-7
2	Prioritization	8-15
3	Managing Interruption	16-21
4	Procrastination	22-27
5	Scheduling	28-34

The table 1 exhibited that five dimensions have thirty four questions. They were further categorized into Goal Setting 7 items; Prioritization 8 items; Managing Interruption 6 items; Procrastination 6 items; and Scheduling 7 items.

Table 2: ***Distribution of items of Motivation***

S. No	Dimension of the Scale	Item Number
1	Intrinsic Motivation	35-38
2	Curiosity	39-41
3	Independent Mastery	42-45
4	Extrinsic Motivation	46-47
5	Pleasing Teacher	48-49
6	Dependence on Teacher	50-53

The table 2 showed that nineteen items related to five dimensions. They were further subdivided into Intrinsic Motivation 4 items; Curiosity 4 items; Independence Mastery 4 items; Extrinsic Motivation 2 items; Pleasing Teacher 2 items; and Dependence on Teacher 4 items.

Reliability of the Instrument

Cronbach alpha was computed using SPSS and we found the overall reliability of the instrument was .934 and both sub scales have reliability over 0.80.

Table 3: ***Reliability Analysis of the Instrument***

S. No	Factors	Cronbach Alpha
1	Time Management Skills	.801
2	Motivational Techniques	.817
3	Overall	.934

Delimitations

1. The study was delimited to public sector universities of District Faisalabad.
2. The students of BS (Hons) level students in the subjects of Urdu, Education, Maths and Physics enrolled in these universities.

Pilot Testing of Instrument

The research instrument was pilot tested to 60 students which were not included in the sample. Among them 30 were males and 30 student's belonged to female category. They were also further subdivided into science and arts category. Fifteen male students belonged to science group and fifteen students belonged to arts subjects. The responses of the respondents were entered in SPSS version 23 and the factor analysis was run to check the reliability. The instrument also had a detailed demographic survey. Six demographic variables were included in the survey. They were students' gender, age, class, semester, location, discipline of study and university. These items were prominent in the literature as possible sources of changes of responses of the respondents.

Data Analysis

Data were entered and analyzed by using SPSS version 20.0. Pearson "*r"* was applied to examine the relationship among the variables presented in the hypotheses. Basic features of the data were computed using descriptive and appropriate inferential statistics were applied to test the hypothesis. The results were presented in tabulation and Pie chart form and interpreted accordingly.

Ho1: There is no significant correlation between time management and motivation of students at university level.

Table 4: ***Correlation between time management and Motivation of Students***

Indicators	**1**	**2**
1. Time Management	1	
2. Motivation	.271**	1

**p<0.01, N=400

In table 4, Pearson r was applied to investigate the correlation between time management skills and motivational techniques. The results revealed that a significant and positive correlation was found

between the variables of time management skills and motivational techniques of students as p value (.000). The value of Pearson r (.271) found a weak correlation between the two variables. Hence, the null hypothesis that, "there is no significant correlation between motivation and time management of students at university level" was rejected.

Ho2: There is no significant correlation between gender and time management indicators of students at university level.

Table 5: ***Correlation between Gender and time management Indicators***

Indicators	**1**	**2**	**3**	**4**	**5**	**6**
1. Gender	1					
2. Goal Setting	.049	1				
3. Prioritization	.094	.800**	1			
4. Manage Interruptions	.083	.669**	.770**	1		
5. Postponement	.051	.691**	.776**	.716**	1	
6. Scheduling	.051	.632**	.703**	.635**	.732**	1

*p<0.05, **p<0.01, N=400

In table 5, Pearson r was applied to investigate the correlation between gender and indicators of time management skills. The results revealed that a non-significant correlation was found between the variables of gender and goal setting techniques of students as p value >0.05. There was a non-significant correlation was found between the variables of gender and prioritization of students as p value >0.05. Gender and managing interruption did not show any significant relationship between them. There was a non-significant correlation was found between the variables of gender and managing interruptions of students as p value >0.05. Gender and managing interruption did not show any significant relationship between them. The results revealed that a non-significant correlation was found between the variables of gender and postponement of students as p value >0.05. Gender and postponement did not show any significant relationship between them. There was a non-significant correlation was found between the variables of gender and scheduling of students as p value >0.05. Gender and scheduling did not show any significant relationship between them. Gender and all the indicators of time management did not show any significant relationship between them. Hence the null hypothesis that, "there is no significant correlation between gender and time management indicators of students at university level" was accepted.

Ho3: There is no significant correlation among the indicators of time management of students at university level.

Table 6: *Correlation among the Indicators of Time Management of Students*

Indicators	**1**	**2**	**3**	**4**	**5**
1. Goal Setting	1				
2. Prioritization	.800**	1			
3. Manage Interruptions	.669**	.770**	1		
4. Postponement	.691**	.776**	.716**	1	
5. Scheduling	.632**	.703**	.635**	.732**	1

**p<0.01, N=400

In table 6, Pearson r was applied to investigate the correlation among the indicators of time management skills. The results revealed that a strong, positive and significant correlation among all the variables of time management skills of students as p value <0.01. The indicator of goal setting and prioritization of students had the value of Pearson r (.800). There was a strong positive and significant correlation between goal setting and managing interruptions as Pearson r value (.669). A strong positive and significant correlation was found between goal setting and managing interruptions as Pearson r value (.669). A strong positive and significant correlation was found between goal setting and postponement as Pearson r value (.691). A strong positive and significant correlation was found between goal setting and scheduling as Pearson r value (.632). It was inferred that when the university students set their goals, they manage priority of their academic tasks, handle interruptions, reduce delay of the work and set and complete the educational activities as schedule. Hence the null hypothesis that, "there is no significant correlation among the indicators of time management of students at university level" was rejected.

Ho4: There is no significant correlation among the indicators of motivation of students at university level.

Table 7: ***Correlation among the Indicators of Motivation of Students***

Indicators	**1**	**2**	**3**	**4**	**5**	**6**
1. Intrinsic Motivation	1					
2. Curiosity	.035	1				
3. Independent Mastery	.095	.585**	1			
4. Extrinsic Motivation	.239**	.045	.174**	1		
5. Pleasing Teacher	.026	.009	.011	.487**	1	
6. Dependence on Teacher	-.042	.033	.061	.376**	.632**	1

**p<0.01, N=400

In table 7, Pearson r was applied to examine the correlation among the indicators of motivational techniques. The results revealed that a weak, positive and significant correlation between the variables of intrinsic motivation and extrinsic motivation of students as r = .239, p value <0.01. The indicator of curiosity and independent mastery of students had strong positive and significant correlation as the value of Pearson r (.585, p<0.01). There was a weak, positive and significant correlation between extrinsic motivation and independent mastery as Pearson r value (.174, p<0.01). A moderate positive and significant correlation was found between extrinsic motivation and pleasing teacher as Pearson r value (.487, P<0.01). A moderate positive and significant correlation was found between extrinsic motivation and dependence on teacher as Pearson r value (.376, P<0.01). A strong positive and significant correlation was found between pleasing teacher and dependence on teacher as Pearson r value (.632, P<0.01). It was concluded that when the university students get motivated to their studies and set their goals, they become intrinsically as well as extrinsically motivated, showed curiosity towards learning and with their class mates. The students got self-motivated and showed less dependence on their teachers. The teachers observe mastery of learning among the students and pleased with them. Hence, the null hypothesis that, "there is no significant correlation among the indicators of the indicators of motivation of students at university level" was rejected.

Results and Discussion

The results revealed that a significant and positive correlation was found between the variables of time management skills and motivational techniques of students as p value (.000). The value of Pearson r (.271) found a weak correlation between the two variables. There was a non-significant correlation was found between the variables of gender and prioritization of students as p value >0.05. Gender and managing interruption did not show any significant relationship between them. There was a non-significant correlation was found between the variables of gender and managing interruptions of students as p value >0.05. Gender and managing interruption did not show any significant relationship between them. The results revealed that a non-significant correlation was found between the variables of gender and postponement of students as p value >0.05. Gender and postponement did not show any significant relationship between them. There was a non-significant correlation was found between the variables of gender and scheduling of students as p value >0.05. Gender and scheduling did not show any significant relationship between them. Gender and all the indicators of time management did not show any significant relationship between them.

There was a strong positive and significant correlation between goal setting and managing interruptions as Pearson r value (.669). A strong positive and significant correlation was found between goal setting and managing interruptions as Pearson r value (.669). A strong positive and significant correlation was found between goal setting and postponement as Pearson r value (.691). A strong positive and significant correlation was found between goal setting and scheduling as Pearson r value (.632). It was inferred that when the university students set their goals, they manage priority of their academic tasks, handle interruptions, reduce delay of the work and set and complete the educational activities as schedule.

The results revealed that a weak, positive and significant correlation between the variables of intrinsic motivation and extrinsic motivation of students as r = .239, p value <0.01. The indicator of curiosity and independent mastery of students had strong positive and significant correlation as the value of Pearson r (.585, p<0.01). There was a weak, positive and significant correlation between extrinsic motivation and independent mastery as Pearson r value (.174, p<0.01). A moderate positive and significant correlation was found between extrinsic motivation and pleasing teacher as Pearson r value (.487, P<0.01). A moderate positive and significant correlation was found between extrinsic motivation and dependence on teacher as Pearson r value (.376, P<0.01). A strong positive and significant correlation was found between pleasing teacher and dependence on teacher as Pearson r value (.632, P<0.01). It was concluded that when the university students get motivated to their studies and set their goals, they become intrinsically as well as extrinsically motivated, showed curiosity towards learning and with their class mates. The students got self-motivated and showed less dependence on their teachers. The teachers may observe mastery of learning among the students and pleased with them.

References

Abdulkareem, A.Y. S., & Oyeniran, S. (2011). Managing the performance of Nigerian Universities for sustainable development using data envelopment analysis. *Internet Journal of Academic Research in Business and Social Sciences, 1* Special Issue.

Agarwal, A. (2008). Self-discipline for student-influences on time management. Retrieved from www.ezinarticles.com.

Ancona, D. G., Goodman, P. S., Lawrence, B. S., & Tushman, M. L. (2001). *Time in review,* 645-663.

Blanchard, O. (2004). Economics future of Europe. *NBER Working Paper 103*(10).

Boyle, T., Bradley, C., Chalk, P., Jones, R., & Pickard, P. (2003). Using Blended Learning to Improve Student Success Rates in Learning to Program. *Journal of Educational Media, 28*, 2-3, 165-178

Brennan, R. (2003). One size doesn't fit all. Pedagogy in the online environment – Volume 1. Leabrook: Australian National Training Authority.

Cemaloglu, N. S., & Sevil, F. (2010). The relation between time management skills and Academic achievement of Potential Teachers. *Educational Research Quarterly, 33*(4), 3-23.

Claessens, B. J. C., Eerde, W. V., Rutte, C. G. S., & Roe, R. A. (2007). A Review of the Time Management Literature. www.arno.unmaas

Claessens, et al (2007). A review of the time management literature. *Personnel review, 36*(2), 255-276.

Center for Excellence in Teaching. (1999). *Teaching Nuggets.* Los Angeles: University of Southern California.

Coelli, Prasada, R. T. D., &Battesse, G. E. (2000). *An introduction to efficiency and productivity analysis.* United State of America: Springer International Series.

Davis, M. A. (2000). *Time and the nursing home assistant relations among time management, perceived control over time and work-related outcomes.* A Paper presented at the Academy of Management, Toronto.

Eilam, B. S., &Aharon, I. (2003). Students planning in the process of self-regulated learning. *Contemporary Educational Psychology, 28*, 304-334.

Jelfs, Anne & Nathan, Roberta & Barrett, Clive. (2004). Scaffolding students: Suggestions on how to equip students with the necessary study skills for studying in a blended learning environment. *Journal of Educational Media, 29*. 10.1080/1358165042000253267.

Gerard, M. (2002). Negative influences of time management.

George, J. M., & Jonas, G. R. (2000). The role of time in theory and theory building. *Journal of Management, 26*(4).

Gottfried, A. E. (1990). Academic intrinsic motivation in young elementary school children. *Journal of Educational Psychology, 82*(3), 525–538.

Igdem, M. (2010). The Relationship of Time Management to academic performance of masters level students. *International Journal of Business and Management Studies, 2*(1)657-684.

Kuh, G. D. (2001). Assessing what really matters to Student Learning: Inside the Student National Survey of Student Engagement. Change: *The Magazine of Higher Learning, 33*, 3 (10-17).

Osguthorpe, R., & Graham, C. R. (2003). Blended Learning Environments: Definitions and Directions. Quarterly. *Review of Distance Education, 4*(3), 227.

Shellenbarger, S. (2009). Testing time management strategies. *The Wall Street Journal, Work and Family.* Available online at wsj.com/article.

Turner, J. C. (1995). The influence of classroom contexts on young children's motivation for literacy. *Reading Research Quarterly, 30*(3), 410–441.

Wright, T. A. (2002). Dialogue: The importance of time in organizational research. *Academy of Management Journal. 45*, 725-741.