CHAPTER - II

REVIEW OF LITERATURE

2.1. Introduction
2.2. Review of Literature
2.3. Summary
2.1. **Introduction**

Time is a priceless resource which can’t be accumulated for future use, can’t be changed and can’t be taken back once it is used. No one can control the moving of time but everyone is able to decide how to use it, that is available. The term “time management” became familiar in the 1950’s and 1960’s as a tool to help managers make better use of available time. The tool was based on practical experience, in the form of do’s and don’ts. The term appears to indicate that time is managed but actually activities are managed over time. Time management is self-management with an explicit focus on time in deciding what to do; on how much time to allocate to activities; on how activities can be done more efficiently and on when the time is right for particular activities.\(^1\) The review of literature is to provide a solid background for a research study. A comprehensive knowledge of the literature in the field is essential to any research study. Hence, the researcher has discussed the works of different authors and presented in this chapter.

2.2. **Review of Literature**

The following are the important research works already undertaken in the field of time management.

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Stinebrickner and Stinebrickner (2004) in their study titled, “Time-use and college outcomes” have pointed out that the students are unaware of possible differences between how they spend their time, and how they think they spend their time. Such a perception gap may lead to a lower academic performance by students, because, according to one study at least, there is a relationship between study time and college outcomes.  

Nonis and Hudson (2006) in their study titled, “Academic performance of college students: Influence of time spent studying and working” have pointed out that the today’s college student has access to technologies that might have seemed virtually “science fiction” a mere 20 years ago. The Internet, WWW, cell phones, iPhones, and iPods are only part of a vast array of potential distractions to today’s college students, who spend less time studying than their predecessors.

A novel study done by Trueman and Hartley (1996), focused on time-management skills and their relationship to a student’s age. In their study, they found that the first-year undergraduates at a British university were divided into three age groups: traditional-entry students (under 21 years of age); borderline mature students (between 21 and 25 years of age); and older mature students (greater than 25 years of age). The results of their study indicate that

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there are significant differences in the time-management skills among the three age groups, with the older mature students making the greatest use of time-management strategies.4

Lammers et al. (2005) suggested that there is surprising agreement between faculty members and students on the amount of work required for success in university courses. The same study also suggests that students’ perceptions regarding study time per week exceeded what faculty members considered necessary for success in university courses.5

In terms of students’ time, Trout (1997) states that today’s college student resents the “intrusion” of coursework on his or her personal time. Students’ perception of “time intrusion” may be mitigated somewhat through the use of computer simulations as part of regular coursework.6

Nonis, Philhours and Hudson (2006) in their study titled, “Where does the time go? A diary approach to business and marketing students’ time use,” have pointed out that the student time use and its role in academic performance

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is explored. An examination of business and marketing students’ use of time, as highlighted by use of a diary maintain as a part of their activity.\(^7\)

Budden et al. (2007) in their study titled, “Managing the evolution of a revolution: Marketing implications of internet media usage among college students,” they made an attempt to examine usage patterns and market usage of the Internet as a communication medium among college students. Results of the study indicate that both male and female students spend more time using historical media (radio and television) than that of Internet media.\(^8\)

Britton and Tesser (1991) tested their hypothesis that college grade point averages could be predicted by time management practices. They had ninety freshman and sophomore college students at the University of Georgia answer a 35-question time management survey and submit their SAT scores. They found that two time management components directly affect the cumulative GPA; planning – including utilizing short and long term goals - and time attitudes, or, the perception of how their time needs to be spent. Students that practiced both planning and positive time attitudes found that they had much more time to complete their tasks because they felt more in control of how their time was spent and when they had to say “no” to activities. It was also found


that the students who reported using goal-oriented time management had a higher overall GPA. This seems to indicate that time management practices do have an influence on college academic achievement.⁹

A study done by Nonis S., Hudson, G., Logan, L., Ford, C. (1998), examines the effect that utilization of time management skills has on several aspects of students’ lives, and investigates the theory that ‘perceived time management’ among college students is used as a stress coping strategy. Data from a questionnaire was collected from 164 business students ranging from sophomores to seniors. The results showed, much as Britton’s and Tesser’s earlier study had, students who perceived themselves as having a high level of control over their time experienced benefits. In this case, a lower level of stress and a higher level of academic performance, problem-solving ability, and health than those who believed themselves to be less in control over their time. However, students who don’t feel they have control over their time have many other options to ensure a high GPA.¹⁰

Grave (2010) performed a study that found other ways to reach that high level of academic performance. He investigated student time management and distribution patterns, and their influence on undergraduates’ grades. His findings showed that attending class, finishing high school with a high GPA,

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and participating in social sciences or engineering sciences lead to higher grades. For all students, not only spending significant time studying, but also working as a teachers’ assistant or tutor, proved to be a positive influence on grades. But to attend all classes or serve as a teachers’ assistant requires a high level of motivation, and knowing that time management plays such an important role in our achievements is a strong motivator.\textsuperscript{11}

Kelly (2004) proposed the theory that efficient use of time is directly associated with increased academic performance and achievement. To investigate this possibility among college students, 141 advanced undergraduates were given the Time Use Efficiency Scale (TUES), a social desirability scale, and self-reported their overall GPA. The TUES is based on how well the participants claim to use their time, and the social desirability scale is a true/false questionnaire based on socially desirable responses. First he defined making the best use of one’s time into three elements: an awareness of time, an awareness of that which fills time, and having positive in-task work habits. His results support the positive correlation between judicious time management, academic performance, and GPA. They also deemed the social desirability scale insignificant related to time use or the GPA, while elevated

TUES scores were directly tied to higher GPAs and overall academic achievement.\textsuperscript{12}

A study done by Junco, R., and Cotton, S. (2011), examines the effect that multitasking has on college GPA’s. With the increasing availability of social media, such as Facebook and text messaging, more students have engaged in multitasking as a way to manage their lives. By analyzing the results of a web survey they had conducted, Junco and Cotton found that these technologies have been an interruption because students spend much time using them while doing schoolwork, thereby fractioning their concentration and limiting absorption of new material. This has led to a decrease in students’ academic performance and overall GPA. Students might attempt to dispute these findings, however, claiming they spend quite a few hours each week studying, while grossly under-reporting the amount of this study time being spent in social networking pursuits. Having such self-reported data can skew an entire study and make its findings inconsistent, along with neglecting the many other means students use to distract themselves from actual studying.\textsuperscript{13}


\textsuperscript{13} Junco, R., Cotton, S. (2011,), \textit{“The Relationship between Multitasking and Academic Performance,”} Elsevier, Nov. 27,58(1), 505-514.
An article by Brint, S., and Cantwell, A. (2006), makes note of previous studies having already found that extra study time increases students’ academic performance, but their research addressed other potentially beneficial ways of spending free time. Their results were drawn from more than 6000 student responses to the 2006 University of California Undergraduate Experience Survey. Aside from confirming that study time has a strong influence on academic attentiveness and GPAs, they found that physical exercise and participating in volunteer work have a strong influence on academic awareness, but not necessarily on GPAs. There was no direct correlation found, in this particular study, between engaging in campus life activities and increased educational benefits. The biggest obstacle to positive academic performance, however, was found to be holding an off-campus job. Those students who spent significant time working for pay suffered with lower GPAs. Apparently some activities are better suited to strong academic performance than others.14

Pierce (2007) conducted a survey and found that the student athletes in the engineering field at a Division 1 University to study the academic success of collegiate level athletes enrolled in a demanding and intense course of study. A survey was distributed to the nineteen athletes in the program, though only twelve responded. The survey was developed to recognize characteristics and behaviors that led to their average GPA of a 3.24 on a 4.0 scale. This study

found that time management, sense of organization, and problem solving skills were the key traits. The athletes were able to apply their concentration and desire to achieve, qualities that are so vital in athletics, to their academics. And though the demands of their sports were high, their free time was generally spent with their engineering peers and professors; something they claimed to be essential to their academic performance.15

Mehnaz Kaushar (2013) made a study to determine the relationship between the time management and academic achievement of college students. As a result of this it was determined that student’s behaviour in the category of time planning was at the highest level and behaviour in the category of time management was at the lowest level. The success of students was above average. There was a significant and positive relation between time planning, time management and academic performance of the students and also it states that there was a low and positive relation between time consumers and academic achievement. There was a meaningful and moderate relation between time management and academic achievement.16


Adamson et al., (2004) made a study on the effectiveness of time management instruction using a minimal teaching intervention in the first year health science students. It is concluded that it may be more economical in terms of teaching time to target interventions with students most in need.\textsuperscript{17}

Blaxter and Lorraine (1994) made a study on time management practices of mature students studying part-time, and balancing study with other commitments.\textsuperscript{18}

Ferrari, J.R and D (2000) found out in the study that students are more likely to procrastinate when they know their task is going to be assessed.\textsuperscript{19}

Finn, John and Anne Crook (2003) brought out a report of an online project to develop students’ research skills including time management.\textsuperscript{20}

Gregory, Keith and Sue Moron-Garcia (2009) investigates the proposition that student time management improves as they gain experience of study at university.\textsuperscript{21}


\textsuperscript{20} Finn, John and Anne Crook(2003), “Research skills training for undergraduate researchers: the pedagogical approach of the STARS project”, Bioscience Education E-Journal, 2.1, online at http://bio.ltsn.ac.uk/journal/vol2/beej-2-1.htm (accessed 11/07/12).
Belinda (2003) investigates individual relationship between supervisor and supervisees and considers the effect this has on students’ attitude towards time management training provided by supervisor.  

Jones and Nick (2010) reports on a compulsory online skills module for first year philosophy students, which includes training in time management.  

Kearns, Hugh and Maria Gardiner (2007) examine time management behaviours in University staff and students in relation to stress and effectiveness. The study concludes that “a clear sense of career purpose” is the most important factor in a hierarchy of behaviours.  

Kneale and Pauline (1997), study the generic time management strategies adapted to fit the specific needs of Geography students. A useful model of reshaping generic advice to be subject-specific.  


Konig, Cornelius and Martin Kleinsman (2007), conducted two experimental studies showing that work on tasks with smaller but sooner outcomes is typically prioritised over tasks with larger but later outcomes.26

Konig, Cornelius and Martin Kleinsman (2005), conducted a study to construct a mathematical model to show the inconsistency between decisions about time planning and their enactment in practice.27

Kus-Patena and Sophie (2003) studied the effects of learning strategy instruction on students deemed to be at risk of failure and concluded that there was improvement in time management, motivation and academic performance.28

McFadden and Kathleen (1992) studied the use of time management skills among undergraduate business students to develop monitoring tools to assess students’ effective use of time and the variables that affected this process.29


Pychyl, T.A., R. Morin, and B.R. Salmon, (2001), in their study examined a common assumption that students who procrastinate do worse in exams. The result of different groups of students suggest that there is no correlation between procrastination and poor exam performance.\textsuperscript{30}

Romano at, el., (2005), conducted a study of procrastination in students using entirely web-based study materials and students using a mix of distance learning and face-to-face contact. Contrary to expectations, students with face-to-face teaching tended to procrastinate more than those using entirely distance learning. The achievements on tests were mixed with procrastinators and non-procrastinators scoring about the same.\textsuperscript{31}

Sideridis, (2001), conducted a study of students' planned behaviour and found out that students who had a clear concept of important goals managed their time and their study practices more effectively than those students who had little sense of goal importance.\textsuperscript{32}


\textsuperscript{32} Sideridis, G,(2001), “The causal role of goal importance for the explanation of student study behaviour: Cross validation with multiple samples”, Educational Psychology, 21, 277-298.
Sweidel and Gabriele (1996) analysed the use of study portfolios to record and reflect upon study practices generally including time management.\(^{33}\)

According to Hisrich and Peters (2002), “time is a unique quantity an entrepreneur (manager) cannot store it, rent it, and buy it. Everything requires it and it passes at the same rate for everyone. Time management involves investing time to determine what one wants out of his activities. Effective time management is the investment of time in such a way that optimal result is gotten from activities consuming a specific time quantity. Time management hinges on the principle that it is more important to do the right things than to do things right. The ability to choose between the important and the unimportant and be persistent on the correctly chosen sequence is the key determinant of effectiveness in time management.\(^{34}\)

Claessens, Roe and Rutte (2009) are of the view that time management is a method for managers to increase work performance effectiveness. Time management is probably not as easy as what it is imagined and expected to be. Hence, authors differ in the way in which they define time management. In their study, “time management: effectiveness, logic and challenges”, they have

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also noted that the term time management means different things to different people.\textsuperscript{35}

According to Lakein (1973), time management refers to the use of particular techniques such as ‘to-do’ lists or deliberately planning activities, or to participate in training with the purpose of learning how to master and use such a technique.\textsuperscript{36}

According to North (2004), time management is the organization of tasks or events by first estimating how much time a task will take to be completed, when it must be completed, and then adjusting events that would interfere with its completion is reached in the appropriate amount of time. Time management is not about getting more things done in a day. 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. To manage your time, you need to go through a personal time survey and estimate the way your time is being spent. Time management is a set of principles, practices, skills, tools and system that help you use your time to accomplish what you want. Time management is a skill that many of us seem to learn through necessity. The problem with learning a skill through necessity


\textsuperscript{36} Lakein, A (1973), \textit{“How to get control of your time & your life: New American Library”}, New York.
is that, more often than not, bad habits creep in and, although the skill may be useful in general, we do not use it to its full potential. Time management is a skill that takes time to development and perfection. It also is a skill that is different for everyone. Time management refers to the development of processes and tools that increase efficiency and productivity.

Effective time management is the key to high performance levels. Effective time management not only affects the productivity of your employees, but also helps to cope with stress, conflicts and pressure more efficiently. It also helps them maintain a healthy work-life balance and keeps them motivated. Time management training is one of the most effective tools to enhance the productivity of your team. In the time management training, participants are provided with a unique planning and management systems that help them have greater control over their time as well as their performance. As a manager, sales person, administrative assistant or an executive, time is the most valuable asset. In order to have an effective utilization of time, prioritize task and activities and then eliminate unnecessary elements.

Effective time management cannot be turned on or off when convenient. It is a set of skills and behaviors that become a pervasive part of one’s professional and personal life. The two major components of time management are practice and purpose. The practice component refers to what you do with the minutes of your day. The purpose component refers to finding and knowing your purpose in life. When you manage your time, the minutes of your life, and
it falls in alignment with your purpose of your life, you have a fantastic chain reaction. This alignment can enable you to accomplish your tasks more effectively, to reach your goals more quickly, and to give you a greater sense of peace. 37

Macan at el., (1990) is of the opinion that many college students may find the academic experience very stressful (K. J. Swick, 1987). One potential coping strategy frequently offered by university counselling services is time management. 165 students completed a questionnaire assessing their time management behaviors and attitudes, stress, and self-perceptions of performance and grade point average (GPA). The study revealed 2 major findings. The Time Management Behavior Scale consists of 4 relatively independent factors; the most predictive was Perceived Control of Time. Students who perceived control of their time reported significantly greater evaluations of their performance, greater work and life satisfaction, less role ambiguity, less role overload, and fewer job-induced and somatic tensions. Findings are consistent with theory and advice on time management (e.g., R. S. Schuler; 1979) but also indicate that the dynamics of time management are more complex than previously believed.38

Davis (2000) found that perceived control of time only acted as a mediator in the relation between preference for organization and the outcome variables job related tension, somatic tension, and job satisfaction.39

Francis-Smythe and Robertson (1999b) introduced a five-factor scale of time personality (time personality indicator, TPI), four of which are work-related: Punctuality, Planning, Polychronicity, and Impatience. Planning for instance, was operationalised as an attitude towards planning and structuring tasks in advance. This study was conducted to examine the dimensions of time personality, rather than examine the relation between behaviour and outcomes. However, the authors suggested that people who obtain high scores on punctuality, planning, and polychronicity might have a higher need for controlling the situation and use these attitudes to achieve control.40

Lay and Schouwenburg (1993) studied the relation between trait procrastination, i.e. the habitual tendency to avoid the start and completion of tasks, and time management. They found that people high on trait procrastination exhibited a greater likelihood of being behind schedule on their personal projects, studying fewer hours than intended for an examination, and


having low scores on feeling in control of time, setting goals and priorities. They also used fewer time management techniques.\textsuperscript{41}

Shahani et al. (1993) examined the relation between time management behaviours and sense of coherence, a construct that is assumed to reduce vulnerability to stress. They also studied the stability of time management behaviours under varying levels of academic stress. If time management is based on a personality trait, as they asserted, the reported use of time management behaviours should be unchanged under varying levels of stress. Their data provided some support for this idea.\textsuperscript{42}

Kaufman-Scarborough and Lindquist (1999) studied the relation between time management and two styles of dealing with multiple tasks over time, i.e. the polychronic style, the preference to perform two or more tasks simultaneously, and the monochronic style, the preference to perform tasks sequentially. They found that people with a monochronic style more often engaged in detailed planning than those with apolychronic style. Yet, they found it hard to enact the planning, probably because they wanted to focus on one thing at the time. Polychronics perceived that they reached their planned


goals more often than and were better able to manage work interruptions and activity switches than monochronics.\textsuperscript{43}

Francis-Smythe and Robertson (1999) concluded that participants who perceived themselves as practicing time management behaviours estimated the expected time durations more accurately than those who did not, but tended to underestimate time in passing. The authors emphasized the role of motivation, as they found that more motivated respondents had better results in planning.\textsuperscript{44}

Barling et al. (1996) did find a relation with sales performance, but only for those participants scoring high on achievement motivation. Results on stress-related outcomes showed that time management was positively related to perceived control of time, job satisfaction, and health, and negatively to job-induced and somatic tension, strain, and psychological distress.\textsuperscript{45}

Jex and Elacqua (1999) found a moderating effect of time management behaviour on the relation work-family conflict and strain, with a stronger


relation between work-family conflict and health for participants who applied
time management techniques.\textsuperscript{46}

Orpen (1994), conducted a field experiment in which a self-developed
time management scale was used. The participants of the training group rated
their time management skills higher than the control group. A diary study
showed that participants made more effective use of their time than the control
group did, as rated by managers who examined their activity diaries.\textsuperscript{47}

Macan (1996) studied that the time management behaviours did not
increase after the training program compared to a control group the participants
did report more feeling of control of time after they had participated in a time
management program.\textsuperscript{48}

Adams and Jex (1999) found that perceived control of time mediated
between setting goals and priorities, mechanics of time management, and
preference for organization on the one hand, and health and job satisfaction on
the other hand. Setting goals and priorities and preference for organization

\textsuperscript{46} Jex, J.M. and Elacqua, T.C. (1999), “\textit{Time management as a moderator of}

\textsuperscript{47} Orpen, C. (1994), “\textit{The effect of time-management training on employee attitudes}

\textsuperscript{48} Macan, T.H. (1996), “\textit{Time-management training: effects on time behaviours,}
were positively related to perceived control, whereas mechanics of time management were negatively related to perceived control of time.\textsuperscript{49}

In a study conducted by Indreica et al. (2011) personalized and flexible programs were developed under the supervision of an education counselor for each participant and the influence of effective time management on GPA was tested. The obtained findings supported the original hypotheses and it was thus concluded that effective time management programs elevate GPA.\textsuperscript{50}

In a study conducted by Macan et al. (1990), one hundred and sixty-five students completed a questionnaire assessing their time management behaviours and attitudes, stress, and self-perceptions of performance and grade point average. The study revealed 2 major findings. The Time Management Behaviour Scale consists of 4 relatively independent factors. The most predictive factor was perceived control of time. Students who perceived control of their time reported significantly greater evaluations of their performance, greater work and life satisfaction, less role ambiguity, less role overload, and fewer job-induced and somatic tensions.\textsuperscript{51}


\textsuperscript{50} Indreica, E.S., Cazan, A.M., and Truța C. (2011), \textit{“Effects of learning styles and time management on academic achievement”}, Procedia - Social and Behavioral Sciences, 30, 1096 -1102.

Saketi and Taheri (2010) performed a study to investigate the relationship between time management and academic achievement of master’s and bachelor’s students at Shiraz University (SU) and Shiraz University of Medical Sciences (SUMS). At the end of study, no significant difference was observed among male and female students concerning time management skills but in terms of academic achievement, the female students' scores were higher than the males'. It was also concluded in the analysis that time management skills corresponded to differences in academic achievement scores. It was suggested at the end of this study to plan for student training on time management skills in order to enhance their accomplishments. 

In a research conducted by Sevari and Kandy (2011), the impact of time management skills on self-efficacy and academic performance was tested. The results from the study showed that the training of time management skills to increase academic performance and self-efficacy is influential.

Swart et al. (2010) explored the relationship between time management skills and the academic achievement of African engineering students. The results of this study were applied to various tests, which indicated no

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52 Saketi P. and Taheri A. (2010), “The relationship between time management and academic achievements among bachelor and master students of Shiraz University and Shiraz University of Medical Sciences”, Iranian Journal of Medical Education, 10 (3), 293-300.

statistically significant relationship between time management skills and the academic achievement of African engineering students.\textsuperscript{54}

Tanriogen and Iscan (2009) determined the time management attitude and skill levels of Pamukkale University students and the effects of these skills on their academic achievement. The research findings demonstrated that a majority of Pamukkale University students possess moderate level time management skills and only a significantly small portion have high level time management skills. Also, according to the findings, the prediction level of time management skills for academic performance is 7.9 percent. The students’ time management skills affect their academic achievement at a significant level and the skills are one of the predictors of academic performance. It was suggested at the end of this research that students should start to acquire time management senses on their own in their primary school years by reading materials on the issue or via the framework of psychological counselling and guidance studies applied in schools, and adopt effective time management attitudes and techniques to determine how and where they spend their time.\textsuperscript{55}

Yilmaz et al. (2010) conducted a questionnaire with 271 students in order to analyze the students attending sports management programs at

Gazi, Muğla and Atatürk Universities in terms of the relationship between time management behavior and GPA. According to the results of the study, there was no significant relationship between the time management behavior and GPA and this had no effect on the sex, age and class variables.56

Misra and McKean (2000) investigated the interrelationship between academic stress anxiety, time management, and leisure satisfaction among 249 university undergraduates by age and gender. It was demonstrated in their research that female students possess more effective time management skills when compared to male students and yet they face greater levels of academic stress and anxiety, while male students cope with academic stress by making the most of leisure activities. The results of the study provide important insights into using time management and anxiety reduction in conjunction with certain leisure activities to reduce academic stress.57

Anand (2007) analyzed the correlation between video game usage and academic performance. Scholastic Aptitude Test (SAT) and grade-point average (GPA) scores were used to gauge academic performance. The amount of time a student spends playing video games has a negative correlation with students’ GPA and SAT scores. As video game usage increases, GPA and SAT

scores decrease. This research suggests that video games may have a detrimental effect on an individual’s GPA and possibly on SAT scores.\textsuperscript{58}

Bennett (1910), an early writer on 'time management' has provided practical advice on how one might live (as opposed to just existing) within the confines of 24 hours a day in his larger work entitled "How to Live on 24 Hours a Day". He urged the large growing number of white-collar workers to seize their extra time and make the most of it to improve themselves. He prescribed improvement measures such as reading great literature, taking an interest in the arts, reflecting on life and learning self-discipline that could be carried out during an extra time which could be found at the beginning of the day, by waking up early, and on the ride to work, on the way home from work, in the evening hours, and especially during the weekends. Regarding time as the most precious commodity, he further added that the old adage "Time is money" understates the matter, as time can often produce money, but money cannot produce more time. Considering time as extremely limited, Bennett (1910), urged people to make the best use of the time available with them in their lives.\textsuperscript{59}


\textsuperscript{59} Bennett, A.: 1910, How to live on 24 hours a day, (New York: Pocket Books).
Drucker (1967) observes that time as a resource has three important characteristics. First, everything requires time. Whatever we do or say or think, requires time. Therefore, 'time' is the universal resource. Second, time is irreplaceable i.e., it has no substitute. Most economic resources have some substitutes, some more than others. As example we can easily substitute saccharine for sugar, machines for labour, and many artificial products for natural substances and so on. But there is no such substitute for time. Third, the supply of time is truly limited. No matter how great the demand for time, the supply will not increase. Yesterday's supply was twenty-four hours and those twenty-four hours are gone forever.60

Porter (1978) pointed out three principles of time management: (i) Know where your time is being spent. (ii) Make a time diagnosis and determine those activities that are essential to your job, those that may not be essential and may be eliminated, those things you can do more effectively and those activities that you can delegate. (iii) Plan your time to include setting aside sufficient blocks of time to do effectively those things you have planned.61

According to Gonzalez (1987), “the object of time management is using time effectively. This objective must be achieved by managing interruptions, controlling crises and practicing prevention. Although our time is affected by

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those around us, we alone can control what we do with our time. Crises must be controlled and interruptions must be managed to minimize the impact of those things that are beyond our control.\textsuperscript{62}

Mackenzie (1974) elaborated on time management strategy made up of a combination of 20 tactics or principles. Some of the prominent are: time analysis, anticipation, planning, flexibility, objective and priority setting, imposition of deadlines and exercise of self-discipline, generation of viable alternative solutions, consolidation, concentration of effort, delegation, control of interruptions, periodic feedback, brevity, maintenance of visibility of things or tasks, and minimization of routine tasks of low value and selective avoidance of information of low value.\textsuperscript{63}

Stripling (1986) elaborated on time management techniques with a two-step process: (1) set personal goals and (2) eliminate time wasters. The important first step in time management is to set goals, with a plan of action and deadlines for each. The second step in time management is to eliminate or reorganize tasks that cause you to waste time. You encounter time wasters every day. Some cause the routine, immediate tasks to fill your day, others deprive you of time to work on your long-range goals. Identify what wastes your time and begin work on one immediate and one long-range time waster.


As you succeed in eliminating or modifying those, pick others, until you have eliminated your worst time wasters in both categories.\textsuperscript{64}

Topper (2003) pointed out that while we can't control what is happening nationally, we can gain some control in the workplace by effectively managing our time. For managing time effectively, she advised to (i) overcome procrastination, (ii) keep office visitors from over staying their welcome, (iii) do best work in the hour of one's biological peak times and schedule difficult tasks accordingly, (iv) plan regular and uninterruptible hours i.e. "quiet time" to work on complex projects, (v) save the last five minutes of one's day to review "to-do list", and finally, (vi) reward oneself for achieving each step towards a goal.\textsuperscript{65}

Franklin (1986) coined the phrase 'time is money' and emphasized the importance of planning and priorities. In this context, he narrated eloquently, “If one wants to enjoy one of the greatest luxuries in life, the luxury of having enough time, time to rest, time to think things through, time to get things done and know if one has done them to the best of one's ability, remember there is only one way. Take enough time to think and plan things in the order of their importance.”


importance. Life will take on a new zest, and it will add years to one's life and more life to one's years. Let all things have their places”.

Van Eerde (2003) indicated that time management training consists of two basic steps that resemble the two phases of goal setting and goal striving. Firstly, the individual is encouraged to identify routines and habits, and develop an increased awareness of which goals are personally valuable and of how he or she currently uses time to attain these goals. Secondly, the person is guided to prioritize these goals, plan out how to attain them, and self-monitor the use of time. Often urgency masquerades as importance. Once one identifies and isolates important activities (those which are truly relevant to one's ultimate goals and values in life), one has to devote more and more time to them.

According to Morano (1978) in organizational context, perhaps one of the most misunderstood practices in time management is delegation. Delegation does not mean giving subordinates those assignments that we consider distasteful or not of any real significance. Rather, meaningful delegation of responsibility provides an opportunity for subordinates to grow in their jobs and gain greater satisfaction, while at the same time freeing the manager to tackle other important issues. This implies that a manager must

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maintain a dialogue with his or her subordinates, and must be aware of their competencies and skills, so that they can readily take on the delegated assignments. Moreover, he pointed out the reason why managers' priorities are not consistent with their objectives and plans, for their goals are not clearly defined. For managers to make the best use of their time, they must have clear-cut organizational goals, as well as life goals. Without this kind of goal-setting and planning, managers' time becomes nothing more than isolated behavior without direction.68

English (1989) stated that many popular time management ideas are simply not realistic. Keeping “to do” lists and pasting little yellow stick-ums all over the place are often found ineffective. The simplest reason behind this is “habituation,” the process whereby people have a lessening sensitivity to stimuli. Why do we lose the flavor of food after a few bites? Our taste receptors get used to it! Why is the bed at home more comfortable than the one in the hotel that costs much? Because we are used to the lumps. Why do we fail to notice the lists and reminders? As we “habituate” ourselves to them as part of the regular environment, we simply forget to notice them.69


According to Chickering, A.W., and Gamson, Z. (1999) the fifth principle out of the seven is Good Practice which emphasizes time on task. The main supporting point is “time plus energy equals learning” (Chickering 1999). This fifth principle explicitly states that learning to use one’s time well is critical for student performance. The article also mentions that the undergraduate institution should play a role in developing student time management skills.70

Cook, A., and Leckey, J. (1999) analysed the transition of first year undergraduate students in the United Kingdom. It emphasizes that a good freshmen orientation can go a long way in easing the transition and part of the orientation program should involve learning effective time management skills. One of the biggest mistakes that first year students make is to underestimate the work load. In order to be successful the college student must develop effective time management skills. The article also implies that institutions should emphasize and support effective orientation policies.71

Young, J.R. (2002) focused on the poor study habits of students entering college and how those study habits practiced earlier in life are carried over to the college experience. The article cites a statistic that “19% of full-time

freshmen say they spend only 1 to 5 hours per week preparing for classes” (Young 2002). The article also cites some creative solutions to the lack of student study time, for example, by incorporating study logs into classroom preparation. The study logs, however, often show that more time does not necessarily mean learning is occurring, “it’s not that they don’t study enough, but they don’t study well.” (Young, 2002) The article briefly makes the point that teachers should be teaching the ‘hidden curriculum’ of how to study, but they are not.72

Zimmerman, B., Greenberg, D., and Weinstein, C. (1994) pointed out in their article that time can be used properly as a performance outcome for the students’ undergraduate experiences. Time is and has been a very important factor in academic performance and the time spent on “academic ‘units’ is a better predictor of their achievement on standardized tests than IQ”. (Zimmerman 1994) The article also highlighted some recent studies that measure self-management of a course. In other words, students were allowed to take as much or little time on a certain course and then they were tested on the material. This study found that “high achievers displayed significantly more goal setting and planning than low achievers.” (Zimmerman 1994)73

Britton and Glynn (1989) conceptualized time management in terms of three components: macro, intermediate and micro levels. The macro level refers to choice and goals prioritizing. The intermediate level involves creating tasks from the goals and sub-goals, while the micro level consists of planning and implementing. Based on this three components of time management, Britton and Glynn (1989) developed a measure namely Time Management Questionnaire (TMQ) to assess time management practices with three factors which are consistent with the three components of time management proposed by Britton and Glynn (1989).74

Huang and Zhan (2001) defined the concept of time management as a kind of personality trait that can be reflected from the way individuals utilize and control ones’ time.75

This part of the chapter is related to various literature connected with the present study. After reviewing all the available literature, it is clear that no specific study is available in the chosen topic. So the researcher has selected present topic “A Study on the Time Management of Students in the Engineering Colleges Affiliated to Anna University of Technology, Tirunelveli” to fill the research gap.

2.3. **Summary**

In this part of the chapter the researcher has reviewed the various literatures connected with the present study. The researcher has analysed in this study the Self-Regulating Academic Study Time, Time and Self-Management, College student’s academic stress and its relation to their anxiety, time management, and leisure satisfaction, Relationship between the time management behavior and academic success, College student’s time management: Correlations with academic performance and stress, Time management skills and its impact on self-efficacy and academic performance, Effects of learning styles and time management on academic achievement and Time-related individual differences.