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Title

Investigating The Role of Time Management on Student's Academic Achievement

The Case of Second Year License Students of English at Biskra University

Dissertation submitted to the department of foreign Languages in partial fulfillment of the
requirements for a **Master Degree in Language Sciences**

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Declaration

I, Ms. **Oumaima Guettaf**, do hereby declare that this submitted work is my original and has not previously been submitted for any institution or university for a degree. I also declare a list of references are provided forward indicating all the sources of the cited and quoted information.

This work was certified and completed at Mohammed KHEIDER university of Biskra.

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Signature

Dedication

This work is dedicated to:

My dear parents. The god's gift that lasts forever, for their support and encouragement and for standing beside me during my whole life.

To my sisters, Loubna, Donya, Ranya, and Chayma for their endless love.

To my only brother Youcef for being a shoulder I count on.

To my little angels Djanah and Sirin, The lovely piece of my heart.

To my nephews Adam and Ghilas.

To my besties Ilham, Mira and Racha thank you for being a part of my life.

To my partners, Zineb, Hadjer and Amina for being with me whenever I want, thank you for every single day in this journey it was the best ever, I will never forget our memories.

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Abstract

The aim of the current research was to investigate the role of time management on student's academic achievement. Time management is very crucial and it is the key valuable factor that may affect individual's overall performance and achievements. It can be considered as one of the aspects that can move a student to be a good student. This study aims to identify the main difficulties and obstacles that inhibit the students to manage their time. To conduct this study, mixed methods research was adopted. It combines both qualitative and quantitative techniques in relation to data collection and explanatory Method. The data was collected through two data collection methods, the first tool is a questionnaire distributed to forty of the second-year license students in the department of English at Mohamed Khieder Biskra. The second tool is unstructured interview conducted with four (4) teachers working at English department at Mohamed Khieder University. Moreover, the results have shown that there is a significant effect of time management on students' academic achievement. Poor time management can have a negative impact on student's academic achievement and grades. It can also result in procrastination and missed opportunities.

Keywords: Time management, Academic achievement, performance, students, Second year students of Biskra University.

List of Tables

Table 1: Definition of Time Management.....	31
Table 2: Description of Students' Level.....	32
Table 3: Frequency of Students Use of a Planner or Another Time Management Tool.....	33
Table 4: Frequency of Students Applying of Time Management Skills.....	34
Table 5: Students opinions toward Time Management and Academic Achievement Relationship.....	35
Table 6: The students' most Important Time Management Phase.....	36
Table 7: Factors Inhibiting Students from being a Good Time Managers.....	38
Table 8: Students Opinions toward Time Management.....	39
Table 9: Students Opinions about the influence of effective time management on Academic Achievement.....	40
Table 10: Students Opinions about the Challenges in balancing academic tasks and managing time.....	41

List of Figures

Figure 1: Definition of Time Management.....	32
Figure 2: Description of Students' Level.....	33
Figure 3: Frequency of Students Use of a Planner or Another Time Management Tool.....	34
Figure 4: Frequency of Students Applying of Time Management Skills.....	35
Figure 5: Students opinions toward Time Management and Academic Achievement Relationship.....	36
Figure 6: The students' most Important Time Management Phase.....	37
Figure 7: Factors Inhibiting Students from being a Good Time Managers.....	38
Figure 8: Students Opinions toward Classroom Time Management Skills.....	39
Figure 9: Students Opinions about the influence of effective time management on Academic Achievement.....	40
Figure 10: Students Opinions about the Challenges in balancing academic tasks and managing time.....	42

Table of Contents

DECLARATION.....	I
DEDICATION.....	II
ACKNOWLEDGEMENTS.....	III
ABSTRACT.....	IV
LIST OF TABLES.....	V
LIST OF FIGURES.....	VI
TABLE OF CONTENTS.....	VII
GENERAL INTRODUCTION.....	1
1. STUDY OF THE BACKGROUND.....	2
2. STATEMENT OF PROBLEM.....	3
3. RESEARCH OBJECTIVES.....	3
4. RESEARCH QUESTIONS.....	4
5. DATA COLLECTION METHODS.....	4
6. STRUCTURE OF THE STUDY.....	5
THEORETICAL PART.....	5
CHAPTER ONE: TIME MANAGEMENT AND ACADEMIC ACHIEVEMENT.....	5
SECTION ONE: TIME MANAGEMENT.....	7
INTRODUCTION.....	7
1. DEFINITION OF TIME MANAGEMENT.....	7
2. DIMENSIONS OF TIME MANAGEMENT.....	8
2.1. <i>Long Range Planning</i>	9
2.2. <i>Short-Range Planning</i>	9
2.3. <i>Time Attitude</i>	10
3. PRINCIPLES OF TIME MANAGEMENT.....	10
3.1. <i>Prioritizing Tasks</i>	11
3.2. <i>Setting Realistic Goals</i>	11
3.3. <i>Effective Planning</i>	11
3.4. <i>Avoiding Procrastination</i>	11
3.5. <i>Time Blocking</i>	12
3.6. <i>Set Deadlines</i>	12
4. TECHNIQUES OF TIME MANAGEMENT.....	13
5. BENEFITS OF TIME MANAGEMENT.....	13
5.1. <i>Enhanced Academic Performance</i>	14
5.2. <i>Stress Management</i>	14

5.3.	<i>Increased Productivity</i>	15
5.4.	<i>Improved Decision-Making Ability</i>	15
5.5.	<i>Efficiency</i>	15
5.6.	<i>Set Priorities and Schedule Appropriately</i>	16
5.7.	<i>Become More Organized</i>	16
5.8.	<i>Learning New Opportunities</i>	16
6.	KEY PLANNING IN TIME MANAGEMENT STRATEGIES.....	16
7.	POOR TIME MANAGEMENT.....	17
7.1.	<i>Procrastination</i>	17
7.2.	<i>Missed Opportunities and Limited Personal Growth</i>	17
7.3.	<i>Lower Academic Performance and Grades</i>	18
CONCLUSION		18
SECTION TWO: ACADEMIC ACHIEVEMENT		19
1.	AN OVERVIEW ABOUT ACADEMIA.....	19
2.	DEFINITIONS OF ACADEMIC ACHIEVEMENT.....	20
3.	FACTORS AFFECTING ACADEMIC ACHIEVEMENT.....	21
3.1.	<i>Gender</i>	21
3.2.	<i>Students Learning Activities</i>	21
3.3.	<i>Student's Interest</i>	22
3.4.	<i>Type of Program</i>	22
3.5.	<i>Motivation</i>	22
4.	MEASURING ACADEMIC ACHIEVEMENT.....	23
4.1.	<i>Grades</i>	24
4.2.	<i>Standardized Achievement Tests</i>	24
5.	IMPORTANCE OF ACADEMIC ACHIEVEMENT.....	25
6.	CRITERIA OF ACADEMIC ACHIEVEMENT.....	25
CONCLUSION		26
CHAPTER TWO: PRACTICAL PART		27
INTERPRETATION AND ANALYSIS		27
INTRODUCTION		28
1.	METHODOLOGY.....	28
1.1.	<i>Research Design</i>	28
2.	DATA COLLECTION METHODS.....	29
2.1.	<i>Student's Questionnaire</i>	29
2.1.1.	The Questionnaire Sampling.....	29
2.1.2.	The Questionnaire Description.....	29
2.1.3.	Validating, piloting and administrating a questionnaire.....	30
2.2.	<i>Teacher's Interview</i>	30
2.2.1.	The Interview Sampling.....	31

2.2.2. The Interview Description.....	31
3. RESULTS AND PRESENTATION AND DISCUSSION.....	31
3.1. Results and Discussions of the Questionnaire.....	31
SECTION ONE: STUDENTS' GENERAL INFORMATION.....	31
SECTION TWO: TIME MANAGEMENT SKILLS.....	34
SECTION THREE: THE IMPACT OF TIME MANAGEMENT ON STUDENT'S ACADEMIC ACHIEVEMENT.....	39
3.2. Results and Discussion of the Interview.....	42
CONCLUSION.....	46
GENERAL CONCLUSION.....	47
SUMMARY AND IMPLICATIONS OF THE MAIN RESULTS.....	48
RECOMMENDATIONS.....	50
LIMITATIONS.....	51
REFERENCES.....	52
APPENDICES.....	57
APPENDIX 01: STUDENT'S QUESTIONNAIRE.....	58
APPENDIX 02: TEACHER'S INTERVIEW.....	61
الملخص	63

General Introduction

In the advanced world, time is viewed as the main resource that cannot be changed controlled, obtained or put away. Time is a priceless resource that keeps moving forward. Effectively managing this resource, which everyone has equal access to, and placing enough focus on planning are the keys to success in life. Effective time management can have a significant impact and plays a crucial role on an individual's performance and accomplishments. Time management skills have been considered fundamental to improve 21st century skills related to learning and life. It is one of the important factors that affect our final results or achievement. University students in their first years could be surprised by the new culture of higher learning institution, that what requires huge efforts from the students. They should always be aware and ready to research and do presentations. Consequently, the most important condition to avoid the pressure, which results from the accumulation of lectures, is being a good time manager.

Poor time management can lead to poor academic performance. Furthermore, the flexibility and independence of a university setting might cause students who lack time management skills to fail.

1. Study of the Background

Time management is the ability to take charge of one's work and schedule rather than allowing external events to govern one self. But another way, when a person is inactive in the face of a life's events, they stand to lose greatly. Time management is the act of planning and developing a deliberate control over the amount of time spent on particular tasks, particularly to increase productivity, efficiency or effectiveness. Numerous academic researches examining the connection between time management and academic success may be found in the pertinent literature (Danai, 2015).

According to Nasrullah and Khan (2015), the abilities of students on time management have a major impact on their academic performance and these abilities are one of the predictors of academic performance.

Time management is quickly growing in importance in both personal and professional lives, from upper management and to supervisors at the operating level. When it comes to project and operational cost savings, effective time management is important. Making the best use of our free time is the goal of time management. It's critical to understand that the quantity of time at our disposal is fixed, and the only thing we can alter is how we spend it. We can escape this captivity and fit more into the allotted time if we take time management seriously. To make the most of little amount of time we have available, we must change our routines and perspectives (Prakash, 2017).

Frederick Winslow Taylor originated the idea of time management which aimed to cut down on wastage and pointless work. Described time management as self-management that explicitly considers time while making decisions about what to accomplish, how much time to

devote to each task, and when a certain activity is appropriate. Time management is a behavior that seeks to accomplish efficient time utilization while carrying out certain goal-directed tasks. (Razali et al, 2018). It has been linked to students 'lower anxiety levels and higher academic accomplishment (Alyami et al, 2021).

Studies have shown a positive link between effective time management and academic success, students with efficient time management skills performing better and reporting less stress. Effective time management significantly improves academic success by enabling students to meet deadlines, prepare for exams, participate in extracurricular activities, and have time for relaxation (Okorobie, 2023).

The Study at hand aims to investigate «**The Role of Time Management on Student's Academic Achievement**».

2. Statement of Problem

Since time management attitudes are related to academic accomplishment and achievement good time management is the key to improve student's academic success. A student's ability to manage their time well is one of several elements that affect their academic performance. Despite its importance, little is known about the precise relation between efficient time management and student's academic achievement. Through an examination of how effective time management organization and prioritization impact academic achievement. This study seeks to investigate and evaluate the relationship between time management practices and students.

3. Research Objectives

This study aims to examine the role of time management and how it affects the academic success of students. Hence, the general objectives of this study are:

1. To highlight the importance of time management.
2. To determine the effectiveness of being a good time manager.
3. To investigate the consequences of poor time management.

4. Research Questions

To check the role of time management on student's academic achievement the following questions are the focus of the study's investigation:

1. How does effective time management impact the academic performance of students?
2. What strategies can be implemented to improve time management skills to enhance academic success?
3. What are the benefits of time management on students' academic success?

5. Data Collection Methods

This study is an explanatory research in its design as it investigates the role of time management on student's academic achievement. In order to investigate the topic under discussion and answer the previous questions, two instruments are used the questionnaire and the interview. The questionnaire is administered to second year EFL students and the interview is administered to the teachers of the same year, representing the population of this study: Teachers 04, Students 40.

This work adopts mixed methods for the collection and the analysis of the gathered data. In fact, choosing the first year's level is not done randomly. It is selected taking into consideration the fact that the students are at the beginning of their curriculum of study at the university. Thus, the students need to be prepared to cope with the unstructured schedule comparatively to that of their former schools.

6. Structure of the Study

This dissertation is divided into two chapters: One theoretical chapter and one practical chapter. **The first chapter** includes general introduction about the topic. Also, it includes two sections. First section provides a general overview of time management through defining it highlighting its principles and specifying a number of benefits. The second section discusses the student's academic achievement and its importance.

The second chapter is the practical part of the dissertation. It explains the design of the study and the adopted methodology. It also presents the method of data collection (The questionnaire and interview) and gives information about the participants. Also, it presents the results and the discussion of the findings of our study. it is follows by the general conclusion and the list of references.

THEORETICAL PART

CHAPTER ONE: TIME MANAGEMENT AND ACADEMIC ACHIEVEMENT

Section One: Time Management

Introduction

Recently, academic institutions in particular and researchers in general have developed a remarkable interest in time management and they introduce it as an art of organizing and utilizing time effectively to achieve goals and maximize productivity and improve efficiency. There are several definitions of time management covered in this section. It also looks at several aspects of time management such as dimensions, principles and benefits in addition discuss the results of poor time management.

1. Definition of Time management

The act of planning a process and developing conscious control over the amount of time spent on particular tasks, particularly with the goal of improving productivity, efficiency, or effectiveness (Danai, 2015).

Time management involves using skills, tools, and techniques to organize and manage time effectively for specific tasks, projects or goals. It involves arranging business and personal affairs to ensure they appear when, where, and how intended, and making changes to spend time effectively (Yakubu & Edna, 2015).

Time management, a concept introduced by Frederick Winslow Taylor in the 1950s and 1960s, is a tool for managers to optimize time use. It involves self-management, focusing on time allocation efficiency, and the right time for specific activities, aiming to achieve effective time use while performing goal-directed tasks (As cited in Razali et al, 2018).

Time management defined as one of the skills required to sustain academic productivity which is described as intentional actions targeted at the efficient use of time to accomplish certain, goal-directed activities (Claessens et al, 2007).

Time management is critical to any project and involves a wide range of duties, including allocating, assigning, planning, defining goals, measuring time spent, tracking, organizing and prioritizing (Adamu & Bako, 2023).

"Time management is a crucial skill. It can enhance personal productivity, allow you to focus on priorities, and ultimately act directly to improve your effectiveness and hence the overall success of the organization" (Lahmer et al., 2021, p.05).

With their busy schedules, students often find time management be incredibly helpful. It guarantees that students are focused, well organized, and equipped to handle their everyday responsibilities and turn in their academic work on time. Although it can result in increased success, students must acquire and practice this talent. To develop strong time management abilities students, need to make some lifestyle adjustments. This is only possible if students initiate the process of recognizing their issues. Setting wise priorities for one's time is the foundation of good time management (Prakash, 2017).

2. Dimensions of Time Management

According to Sabelis (2001), processes and excellent planning habits are necessary for efficiently using and managing time. Studies from the past and plethora of how books suggest that one can use time use time effectively and competently by keeping time logs, setting short- and long-term goals prioritizing, responsibilities, creating to-do lists and arrangements, and

organizing one's works Time-saving strategies and actions fall into a variety of categories and are likely to support several essential characteristics in general as follows:

2.1. Long Range Planning

Long range planning entails setting long-term goals and adhering to strict routines for self-organization. Gaining an overview of the daily tasks that must be completed, along with time constraints and priorities, can help planning handle all activities by giving the impression of control over time (Kelly ,2004).

As a result, over time, feel less in control since it might be difficult to gauge how much work needs to be done in matter of hours, days, or weeks. This could even be the direct result of planning. This gives the idea that while time management techniques do affect academic accomplishment, which is not the only thing they have an impact. The students who used goal-oriented time management techniques demonstrated superior assessment overall academic accomplishment, according to the competence assessment on (Brigitte et al., 2005).

2.2. Short-Range Planning

Short range planning was described as time management activities encircled by daily or weekly time framework. These activities include planning and prioritizing daily behaviors creating work materials, and setting goals at the beginning of the day. Several studies found a positive correlation between grade point average and short-term planning behaviors, or the ability to foresee time in short term within a week or less. Dealing performance was also positively correlated with short-term planning in the context of achievement. Similarly, the majority of studies that account for student time do so by calculating the overall amount of time

spent in the course a variable that is typically shown to be insignificant (Yilmaz et al., 2006).

2.3. Time Attitude

Time attitude emphasis is crucial, with an emphasis on results rather than busyness. Students who waste their lives in discolored ways, such as assigning themselves to wrong tasks or becoming less adept at successfully managing their time, are common and have a direct impact on the overall level of academic achievement. The understanding of how their time must allocated or planned, incorporating time attitudes and goals for both the short and long term or completing both planning and encouragement. When students feel more in control of how their time is spent and are aware of when to say no to activities, attitudes may start to suggest that they have more time to complete their daily tasks. Regarding the practice of time management, it is related to student's knowledge, attitudes, and sense of control over time (Kaushar, 2013).

Accordingly, time attitudes include the understanding that a person is in charge of their time, the observation that the person is effectively managing their time, and the knowledge that students are using their time in a positive way (Karim & Mitra, 2015).

3. Principles of Time Management

A number of factors need to be taken into account for effective time management. Effective time management requires that you become aware of and apply the components of time management (Jussila, 2011).

3.1. Prioritizing Tasks

The process of deciding in what order to process or carry out the planned tasks or goals is known as prioritizing, which is a part of planning behaviors. Making list is one of the simplest ways to prioritize, depending on their level of study; students may need a daily or weekly list. Establishing priorities for every period of time helps students in reaching their objectives planning behavior (Claessens et al., 2007).

3.2. Setting Realistic Goals

The objectives and goals have to remain unchangeable. This is the main element of time management. All of our actions will be directed toward accomplishing our goals and objectives, if any other activities will not be possible to make sure that legitimate aims and objectives are attained prudence must be exercised (Chaudhari ,2022).

3.3. Effective Planning

Planning the idea of using modest means; making plans to reach the desired outcome. Planning education programs that include golden dreams, no program, concepts, and practical to create an impression is one of the most well-liked initiative worldwide. The important thing to keep in mind this context is the economics of education, which aims to prepare students for workforce and the economy (Danai, 2015).

3.4. Avoiding Procrastination

Procrastination is the behavior of putting off doing something that has to be done. It is also the act of doing less important tasks instead of more important ones or engaging in more enjoyable activities instead of less enjoyable ones. So, delaying important work until later

(Ghosal, 2023). Procrastination is a habitual way of delaying action till later, the objective here is to increase the unreasonable delay that has detrimental effects for the procrastinating person.

Different people procrastinate at different times, and it depends on their ability to overcome obstacles and turn their intentions into actions exact instructions on what to accomplish and when (Arumugam et al., 2021).

3.5. Time Blocking

Getting things done on time and working in the correct direction are essential elements of time management. This will suggest that the students are spending their time on things that they want and that are necessary for their development (Chaudhari, 2022).

Set aside particular time periods for various projects or types of labor. This lessens tendency to multitasks, which can lower productivity, and helps you concentrate on one item at a time (Kerrigan, 2023).

3.6. Set Deadlines

Give students assignments and specific projects due dates, feeling pressured to do their work quickly can help them keep focused and on task (Kerrigan, 2023). Deadlines are essential because they indicate how many times goals and objectives must be completed. As a result, time management will be successful. Time management is best practiced by individuals who have objectives and due dates for those objectives. Time loss occurs when people set goals but do not allocate enough time to achieve them (Chaudhari, 2022).

4. Techniques of Time Management

McCullough (2014) provided a collection of strategies that the students may apply to improve their time management skills. They are as follows:

- Make a plan for the day.
- Engage in proactive procrastination, often known as positive procrastination.
- Plan your power hour which is a designated period of time during the day when we are most attentive and efficient.
- Get yourself in the best possible physical, mental, and emotional state for learning.
- Take things one step at a time; avoid multitasking.
- Minimize the amount of time you spend on electronics (to prevent distractions and lower productivity).
- Make good use of any free minutes.
- Have an internal control and believe in your own ability.
- Take into account the effects of your choices (decision management). Your choices made now will determine your future.

5. Benefits of Time Management

Effective time management enables students to set priorities and complete the most critical assignments efficiently and on schedule. Additionally, effective time management reduces the stress and anxiety associated with meeting deadline and taking final exams, also it helps students to be more organized. By planning their work and time, students may get more done in the same amount of time (Chaudhari, 2022).

Here are the main ones:

5.1. Enhanced Academic Performance

A performance is defined as an activity carried out by an individual or a group of people while carrying out a learning task. While academic performance is defined as the process of assessing student's proficiency with respect to a specific learning objective and set of skills. According to a similar perspective, a student's achievement on lesson-related tests and other forms of evaluation serves as indicators of their academic success. The academic performance of students can be influenced by various factors, including but not limited to procrastination, time constraints, and social media usage (As cited in Bouarour,2018).

According to Okorobie (2023), students that have good time management skills may successfully arrange their study schedules which will help them meet deadlines, thoroughly prepare for exams, and get higher grades.

5.2. Stress Management

Individuals face numerous job duties and responsibilities, both manageable and complex. Stress arises when these duties are complicated or overwhelmed by work pressure. To manage stress effectively, individuals must concentrate on all tasks and develop time management skills. This helps prevent stress from hindering the execution of various tasks and activities. Therefore, stress management is a time management skill that fosters motivation and helps individuals complete their tasks efficiently (Kapur, 2022).

5.3. Increased Productivity

Being efficient requires effective time management. At all times of the day, students have to be aware of what they are doing. Pay attention to and adhere to their weekly agenda. Remember to schedule downtime for rest periods and relaxation. Make sure they have time to enjoy their social life since it every week, set aside some time to decompress and rest (Rodriquez, 2022).

5.4. Improved Decision-Making Ability

Having effective time management skills can lead to improved decision-making, whether it is through the use of time chunking techniques or the discovery of the power of lists. When under time pressure and forced to make a choice, people are more prone to draw conclusions before carefully weighing all the options. Eliminate the pressure that results from thinking students do not have enough time by practicing efficient time management. When it comes time to weigh possibilities and make a decision, maybe they will feel more ease, relieved, and in control. Instead of hurrying through the process, take their time and carefully evaluate each option (Arumugam et al., 2021).

5.5. Efficiency

Making the most of what is available is the art of efficiency productivity will rise if we make the effort to perform better life will be better as result. The aim of time management is to prevent wasting of resources, money and time. We can nearly manage everything if we manage our time wisely (Chaudhari, 2022).

5.6. Set Priorities and Schedule Appropriately

Setting realistic deadlines for larger projects helps maintain control and prevent overwhelm. Breaking tasks into manageable chunks and prioritizing tasks ensures efficient communication. Scheduling is more than just tracking tasks, it allows for planning ahead and preparing for upcoming events, enabling the execution of plans and achieving goals (Rodriquez, 2022).

5.7. Become More Organized

The key to effective time management is preparation, which enables students to keep track of all of their assignments, tests, and study sessions. For more thorough calendar, schedule the time hour by hour as well as day by day. This provides a summary of all that needs to be done and how it will be done. This will provide self-assurance, calmness of mind, enjoyment of the study process, and regular academic benefits (Arumugam et al., 2021).

5.8. Learning New Opportunities

Effective time management will help students to learn new things. This might be outcome of setting priorities, delegating authority, etc. We are usually inspired to take on new challenges in life by the time management goals we set. We will need to pick up new skills and resources if we are effectively managing our time (Chaudhari, 2022).

6. Key Planning in Time Management Strategies

Time management is a life skill that fosters critical thinking and decision-making abilities but it is not frequently covered in the curriculum of the academy. Students may struggle with this because they do not realize how much even simple organizing and time management skills can prepare them for maturity. It is evident that many students have

difficulty managing their time, but the good news is that is a skill that can be learned, developed, and used rather easily with a little commitment and discipline. Students who believe it is okay to put off doing a task or responsibility until the very last minute can end up being lifelong procrastinators who cause serious issues down the road. These could be viewed as elements of waiting till the very last minute to get issues, which can lead to a variety of issues, from relationship issues to elevated stress levels. In general, it is critical to educate students responsible behavior which includes time management skills so they do not need continual encouragement or help finishing tasks (Argumam et al., 2021).

7. Poor time management

Poor time management can have a negative impact on student's academic performance and grades. It can also result in procrastination and missed opportunities for personal development and greater learning experiences (Okorobie, 2023).

7.1. Procrastination

The most obvious outcome of poor time management is procrastination. Lack of time management causes students to put off completing assignments until the very last minute, which causes them great stress when they have to catch up. Overloading themselves with work may to completely miss deadlines (Catherine,2016).

7.2. Missed Opportunities and Limited Personal Growth

Poor time management can also prevent students from participating in extracurricular activities which reduces their chances for growth on the personal front and exposure to a wider range of educational options (Okorobie, 2023).

7.3. Lower Academic Performance and Grades

Students struggling to manage the demands of their coursework and test preparation along with clubs' internships, they will probably see a decline in their academic performance as well as test scores. They cannot learn new information or comprehend existing content, thus poor time management can lead to a vicious cycle that affects their academic performance (Catherine, 2016).

Conclusion

Concluding what we have discussed before, we can say that time management is an crucial skill for EFL students, because it helps them in managing their time in order to enhance their academic achievement. In addition, in order to be a good time manager, you have to take into consideration the essential principles and the dimensions of time management to achieve the target objectives.

Section Two: Academic Achievement

Introduction

An individual's academic achievement serves as a measure of how well they have accomplished specific objectives that has been the main focus of their activities in the classroom, particularly in educational institutions such as colleges, schools, and universities. The focus of this section is on the academic achievement of students, which has drawn the attention of numerous education scholars. It discusses the definitions of this potential variable, its criteria and the factors that influence. In addition we are going to give an overview about the importance of academic achievement.

1. An Overview about Academia

According to American psychological association(2010), Academia refers to any identifiable success in the areas of scholarship or disciplined study. Academic achievement is usually based on the results of standardized ability tests and assessment of performance by a teacher or other supervisor.

The word academia can refer to anything associated with education; it is most commonly used to characterize the positions and qualifications needed to become a college professor. It includes science, math, and humanities, academics that are involved in these fields include those pursuing masters and doctoral degrees as well as adjunct, assistant, associate, and full professor positions (Garcia et al., 2023).

2. Definitions of Academic achievement

According to Reddy (2007), academic achievement is the performance of an individual in a given skill or body of knowledge, a combination of ability and effort. It is a crucial criterion for selection, promotion, or recognition in various walks of life, and is measured by test scores or marks assigned by teachers or both.

Academic achievement is the result of education, or the degree to which a learner, instructor or institution has met their educational objective. It is the degree to which student pick up the abilities, proficiencies, and knowledge that the teacher aims to impart or assign (Pretti, 2013).

As mentioned by Díaz-Morales & Escribano (2015), academic performance is best understood as the outcome of the interaction of psychological, social, and economic elements that also contribute to students' appropriate and diverse personal development. Below is a genre-specific synopsis of how the definition of academic performance has evolved over time to account for different concepts.

Academic performance is best described as students' perseverance, which is the ability to advance academically to complete a degree regardless of circumstances or problems pertaining to the institution (York et al., 2019).

Academic performance is defined as the knowledge acquired and evaluated by the teacher using marks or educational goals that students and teachers set and work toward over a pre-determined amount of time (Narad & Abdulla, 2016). Academic achievement is a measure of performance outcomes that show how well a person performed in relation to particular

objectives that were the main focus of activities in educational setting such as colleges, schools, and universities. The majority of cognitive goals defined by systems are either general (e.g., critical thinking) or include knowledge and comprehension development in a particular domain e.g., numeracy, literacy, science, history (Steinmayr & Wirthwein, 2014).

Academic achievement is the development of students' general quality over their academic careers. Academic success involves behavioral, psychological, and non-cognitive consequences in addition to cognitive ones., academic success consists of the following: knowledge, values and attitudes, as well as abilities or appropriate behaviors (Zheng & Siti Mustapha, 2022).

3. Factors Affecting Academic Achievement

3.1. Gender

There are notable differences between male and female student's academic outcomes due to the ways in which they value different underlying component that affect academic performance. For example, the academic achievement of female students can be explained by the efforts put in a task, while the academic performance of male students can be explained by the ability to reason. A number of studies have revealed that female achievement is superior to male academic (As cited in Kumar et al., 2021).

3.2. Students Learning Activities

Student's involvement in online learning was found to have an important effect on their academic achievement. Learning system improve student's performance and grades. These results might help educational institutions support students e-learning more effectively

and promote the usage of learning systems in the classroom (As cited in Al husaini & Nur syufiza, 2023).

3.3. Student's Interest

The interest of learners also contributes to their good attitude toward attending class, which is beneficial for improving results (Hijazi & Naqvi, 2006). The interest students have in particular subjects leads to a clearly defined attitude toward the subject, which is reflected in their academic success (Von Mizener & Williams, 2009).

3.4. Type of Program

Certain university admission rules allow prospective students to select multiple programs during the application process. Students are required to designate a unique priority for every program. Certain programs include courses in physics, math, and chemistry in their curricula. These courses present some challenges for the students, which makes them perform poorly on tests and in other activities. It indicates that while the students were motivated to study, they did not find the study process to be what they had anticipated. As a result, students who perform poorly academically are forced to leave institutions and college (Al Husaini & Nur Syufiza, 2023).

3.5. Motivation

Motivation is a crucial factor in academic success, involving internal and external factors that stimulate interest and commitment. It explains why people decide to pursue a task, how hard they are willing to pursue it, and how long they are willing to sustain it. Students with optimum motivation have adaptive attitudes and strategies, such as maintaining intrinsic

interest goal setting, and self-monitoring. Motivational beliefs, such as self-efficacy, are essential to academic achievement, as they determine the extent to which student's value, put in effort, and show interest in the task. Research shows that highly efficacious students are more likely to reject faulty strategies and solve more problems. Self-regulated learning strategies, such as rehearsal, organization, critical thinking, time and study environment management, effort regulation, peer learning, and help seeking, are important for enhancing learning competencies. This study aims to establish the motivational beliefs and learning strategies of Liberian junior and senior school students, identify potential hindrances to learning, and provide suggestions for enhanced academic performance. The findings could help students, administrators, and policymakers improve teaching and learning in the interest of nation building (Gbollie & Keamu, 2017).

4. Measuring Academic Achievement

Academic achievement is defined by indicators of educational success, and its associations with predictors like intelligence, motivation, and personality vary depending on how it is measured. It is crucial to differentiate between different indicators of academic achievement. Grade point average is a frequently investigated variable in educational psychology and education, but self-reported it should be cautious. Standardized achievement tests are important indicators of academic achievement, as they provide more objective ratings and can be viewed as an indicator of academic knowledge. Graduate record examination scan predicts academic success in selective samples. Educational degrees can be influenced by standardized achievement tests and provides a comprehensive overview of international comparability of educational degrees obtained in different countries (Steinmayr & Wirthwein, 2014).

4.1. Grades

Grades are a pedagogical tool that are typically used in schools and higher education setting to assess and measure students' academic success; The fact that grades play a major role in the distribution and selection process for both higher education and employment makes them environmentally valid indicators of academic achievement. Because of this, grades became a crucial topic in psychological research. Grades are a significant factor in improving students' academic performance, especially in higher education environments. Grades assist students in identifying their strengths and weaknesses within a particular are a significant factor in module so that they can anticipate their areas of weakness in upcoming assessments (Spinath, 2012).

4.2. Standardized Achievement Tests

The results of learning tests, such as homework assignments, exam and teacher administrated assessments, can be used to determine how well students have learned. Achievement test described as a method of measuring persons 'ability, knowledge, or performance in a given domain. The test is an instrument or a collection of methods and processes that the test taker must follow. For an instrument to be considered a test, must be explicit and structured, an exam is a tool used to assess learners' performance that needs to be structured and clear (Brown & Abeywickrama, 2004).

Kelly (2017), addressed the goals that teachers have while creating on exam assessments in schools are used for more than just assigning grades. They are helpful in illuminating a variety of student characteristics that teachers which to know more about.

5. Importance of academic achievement

Academic achievement refers to the degree of success in a specific area of academic work, often measured by test scores or marks. It affects three major areas of students: cognitive, affective, and psychomotor. Cognitive growth involves the acquisition of basic skills and the development of intellectual abilities. The cognitive domain includes six major classes: knowledge, comprehension, application, analysis, synthesis, and evaluation. Achievement is used in education for various activities, such as assigning grades, promotion, classification, counseling, teaching, location guidance, measuring learning effectiveness, and individual selection (Bhat & Bhardwaj, 2014).

Academic success is essential to students 'life after graduation. There are greater opportunities to succeed in an academic career with higher scores and marks. As a result, there are more opportunities to locate employment that pays well .Furthermore, students that perform better academically in high schools and colleges will be given preference when applying to elite universities (Spinath, 2012).

6. Criteria of academic achievement

There are many different criteria that show academic achievement. Some of the more common ones are procedural and declarative knowledge gained through education more curriculum-based criteria like grades or test scores, and cumulative indicators of academic achievement like through education, more degrees and certificates. Every criterion shares the trait of representing intellectual pursuits, which essentially reflects an individual's intellectual

capacity. Academic success, as determined by the grade point average or by standardized tests created for admissions purposes like the Scholastic Assessment Test, establishes whether a student will be able to pursue further education. Therefore, a person's ability to pursue further education is determined by their academic performance, which also affects their post-educational employment depending on the degree they receive. A nation's wealth and success are greatly influenced by academic performance, in addition to its personal significance. One reason for conducting international studies on academic achievement, such as the PISA by academic performance, in addition to its personal (Program of International Student Assessment), which is managed by the Organization for Economic Cooperation and Development which is the strong correlation that has been observed between a society's level of academic achievement and positive socioeconomic development (Steinmayr & Wirthwein, 2014).

Conclusion

The second research variable was covered in this section with an overview of the academic achievement of the EFL learner. Moreover, numerous definitions and the main factors influencing student's academic performance, such as gender, Students learning activities, Student's Interest and the type of program. Followed with the measuring of academic achievement and its importance.

CHAPTER TWO: PRACTICAL PART
INTERPRETATION AND ANALYSIS

Introduction

This study is explanatory in nature that is used to investigate The Role of Time Management on Students' Academic Achievement. Through this chapter, the researcher will describe the research design of the study that will serve to answer the research questions asked in the general introduction. First, it describes the context of investigation then, presents the methodology followed to conduct the research. Furthermore, it explains the data gathering procedures which consist in a questionnaire administered to second year students in the English department at Mohamed Khieder University of Biskra, and an interview conducted with four teachers. Finally, it explains the data obtained and analyze the findings to answer the research questions.

1. Methodology

1.1. Research Design

This study relies on mixed methods in line with the requirements of investigative research, and it also attempts to reach the goals that were mentioned previously. This approach was used to obtain data of a quantitative and qualitative nature about the study under investigation. It also aims to know the perceptions of students as well as teachers about the role of time management on students' academic achievement among second year university students in the English Language Department. The approach used in this research provides qualitative and quantitative data by conducting a questionnaire for students and an interview for teachers.

2. Data Collection Methods

2.1. Student's Questionnaire

The first quantitative tool used in this research is the questionnaire, which aims to collect a large amount of data on second year university students in the English Language Department at Mohamed Khieder university in Biskra to verify their opinions about the role of time management on students' academic achievement. The questionnaire consists of two types of questions (close ended questions and open-ended questions).

2.1.1. The Questionnaire Sampling

In order to gather valuable information for our study, the target population of this investigation is the students of second year at the Department of Mohamed Khieder university of Biskra. Forty students have been randomly chosen as a sample of our study in order to investigate the Role of Time Management on Students' Academic Achievement. The study used convenience sampling. That is, it includes the respondents who are convenient and accept to answer the questions of the researcher.

2.1.2. The Questionnaire Description

The aim behind using questionnaire is because it is practical, helps to gather data efficiently and easy to administer. It consists of 11 questions, including close ended questions 'Yes' or 'No', multiple choice and open-ended questions. It was divided into three sections as follows. The first section is **General Information** about the students, in this section we have three questions, aims at knowing students' level and their background about time management. The second section is **Time management skills** that is made of four questions in order to identify the importance of applying time management skills for students. The third section is **The Impact Of**

Time Management on Student's Academic Achievement, it consists four questions to investigate the relationship between time management and academic achievement.

The students 'Questionnaire is administered to Second year students at the Department of Mohamed Khieder university of Biskra, we randomly chose a sample of 40 students, it was printed and handed out to students in two days, they took nearly twenty minutes to answer. The questionnaire was administered smoothly without any problems or misunderstandings.

2.1.3. Validating, piloting and administrating a questionnaire

This research procedure primarily involved the researcher designing a questionnaire, piloting it and then distributing it in order to investigate the role of independent variable (time management) on the dependent variable (student's academic achievement).

To reach the final version of the students' questionnaire in 25 and 26 April 2024, its validity was verified under the supervision of the supervisor, who made some editions to better serve the research. The questionnaire then tested on eight students first from the sample, and they were randomly selected.

2.2. Teacher's Interview

The second tool used for conducting the investigation is the use of interview for teachers .This tool is used to reinforce the drawbacks of questionnaire, The interview consists of different questions which are aim to investigate the teachers 'opinions about the role of time management on students 'academic achievement and which strategies they used to manage their time also to discover what type of techniques that teachers used in order to encourage students to maintain efficient classroom time management during classroom activities .

2.2.1. The Interview Sampling

In order to gather further information in our study, the interview was administered for four teachers and conducted in two days, this qualitative method consists 08 questions which are open ended questions.

2.2.2. The Interview Description

The aim behind using interview is to investigate the teacher's opinions about the role of time management on student's academic achievement. It consists of 08 questions, including open ended questions.

3. Results and Presentation and Discussion**3.1. Results and Discussions of the Questionnaire****Section One: Students' General Information**

Question 1. How would you define the term time management?

Categories	Number of Answers	Percentages
Process of Managing Time	20	50%
Procedure of planning and organizing time	10	25%
Technique of Structuring time	08	20%
Other	02	05%
Total	40	100%

Table 1: Definition of Time Management.

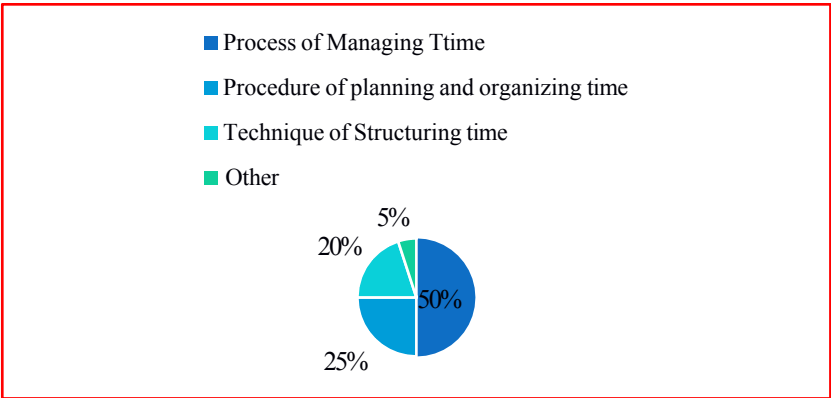


Figure 1: Definition of Time Management.

The question above aims to assess students 'comprehension of time management. Based on the results, the majority of students which stands for (50%) defining the term Time management as the "Process of managing time", while (25%) attributing it to "Procedure of planning and organizing time", (20%) of students' state that time management is "Technique of structuring time", (5%) of students provided other answers.

Question 2. How can you describe your academic achievement at university?

Options	Number of Answers	Percentages
Excellent	4	10%
Good	30	75%
Average	6	15%
Total	40	100%

Table 2: Description of Students' Level.

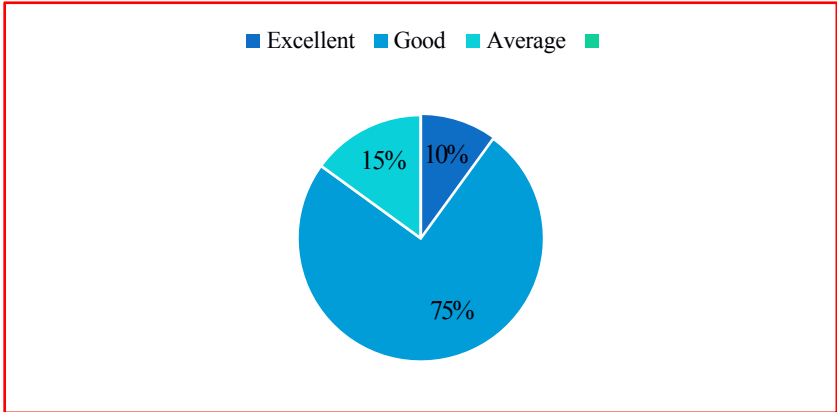


Figure 2: Description of Students' Level.

The aim of this question is to identify how students evaluate their academic performance at university. The majority of students (75%), falling into the "good" category, while (10%) classified as "Excellent "highlights a notable portion of high achieving students who are excelling in their studies, (15%) categorized as "average ". Overall, a significant part of students perceives their academic achievement at university positively.

Question 3. How frequently do you arrange your schedule using a planner or another time management tool?

Options	Number of Answers	Percentages
Always	10	25%
Usually	20	50%
About half of time	5	12,5%
Seldom	2	5%
Never	3	7,5%
Total	40	100%

Table 3: Frequency of Students Use of a Planner or Another Time Management Tool.

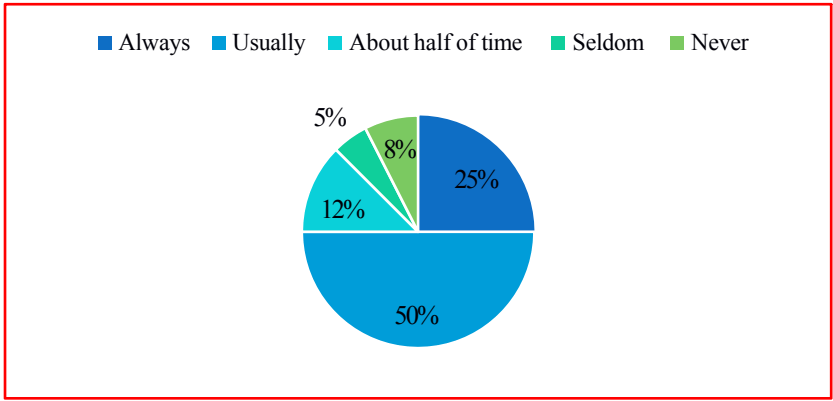


Figure 3: Frequency of Students Use of a Planner or Another Time Management Tool.

The aim of this question is to gather insights into students' habits and practices regarding time management tools. The fact, (75%) of the participants answered that they used a plan to arrange their time while (25%) answered Always and (50%) said Usually that is the majority acknowledging the importance of organization and planning in their schedules. (12,5%) of students mentioned that they used such tools about half of the time, while (5%) said that they use these tools seldom and (7,5%) said that they never use them.

Section Two: Time Management Skills

Question 1. How often do you apply time management skills per week?

Options	Number of Answers	Percentages
Always	2	5%
Usually	15	37,5%
About half of time	13	32,5%
Seldom	4	10%
Never	6	15%
Total	40	100%

Table 4: Frequency of Students Applying of Time Management Skills

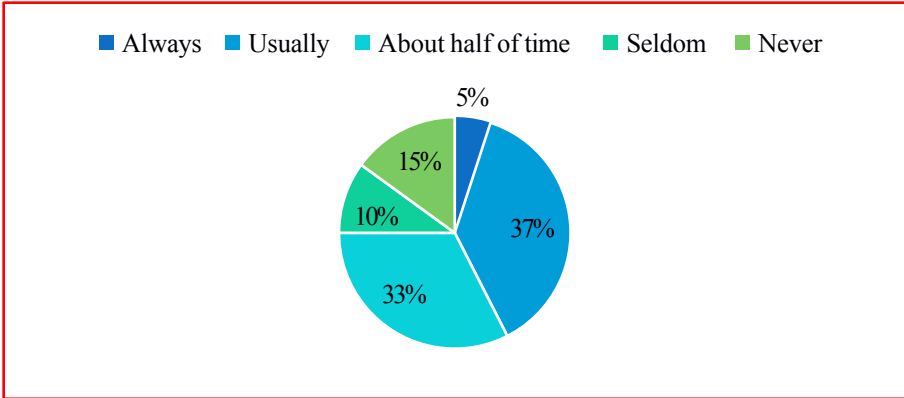


Figure 4: Frequency of Students Applying of Time Management Skills

The purpose of this question is to determine how students perceive and utilize time management techniques in their studies. The majority of students (37,5%) answered by” usually” and (32,5%) answered that about half of time they apply time management skills, while (5%) reported that they always use time management skills. However, the percentages of students who reported applying these skills less frequently is (10%) who responded by Seldom and (15%) who said Never.

Question 2. Do you believe a good student should be a good time manager ?

Options	Number of Answers	Percentages
Strongly Agree	11	27,5%
Agree	20	50%
Disagree	5	12,5%
Neither agree nor disagree	4	10%
Strongly disagree	00	00 %
Total	40	100%

Table 5: Students opinions toward Time Management and Academic Achievement Relationship.

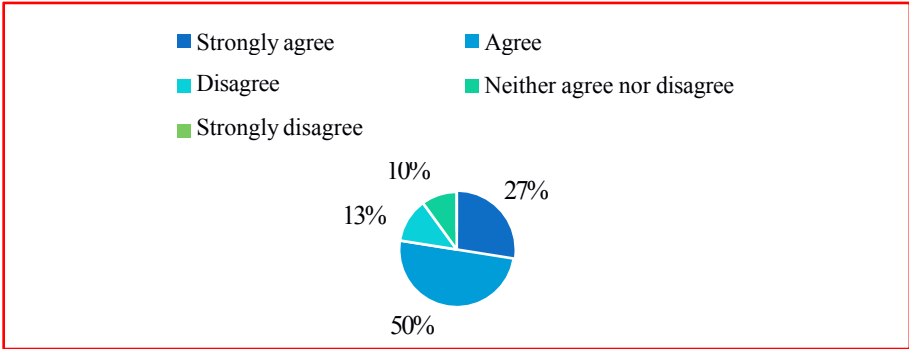


Figure 5: Students opinions toward Time Management and Academic Achievement Relationship.

The question above aims at knowing the correlation between academic Achievement and being a good time manager. The majority of students (27,5%) answered strongly agree and (50%) answered agree that good student should be good time manager affirm the importance of effective time management skills in academic success among the surveyed population, a smaller percentage (12,5%) responded disagree and (10%) said neither agree nor disagree while (00%) answered Strongly disagree.

Question 3. Which stage of the management process do you think is the most crucial?

Options	Number of Answers	Percentages
To set up and apply to a plan	26	65%
To concentrate on the most crucial tasks	08	20%
To assign tasks	06	15%
Total	40	100%

Table 6: The students’ most Important Time Management Phase.

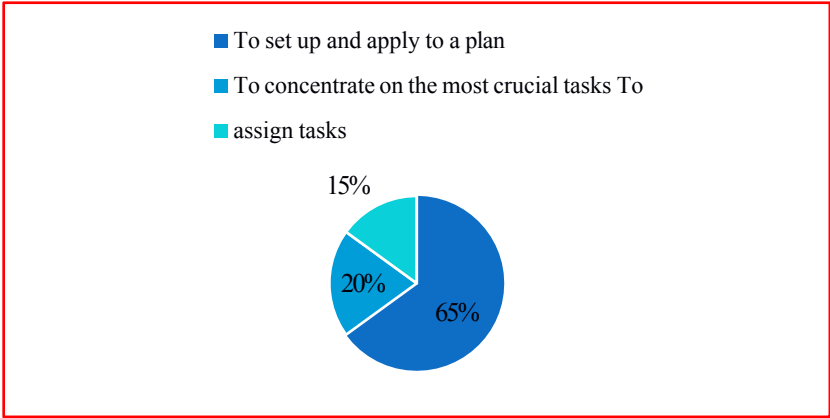


Figure 6: The students' most Important Time Management Phase.

The question above seeks to determine students' perspectives on the most crucial stage of time management process. The results shows that the majority (65%) of students believe that setting up and applying a plan is the most crucial, while (20%) of them answered that concentrating on crucial tasks and the rest (15%) said that assigning tasks is the most crucial phase of time management.

Question 4. In your opinion what are the difficulties that keep you from being an effective time manager?

The following table shows the answers of the students and the explanations that they provided

Options	Number of Answers	Percentages
Distractions (social Network, Tv ...)	10	25%
Procrastination	14	35%
Laziness	08	20%
Way of Teaching	04	10%
Time limitation	04	10%
Total	40	100%

Table 7: Factors Inhibiting Students from being a Good Time Managers.

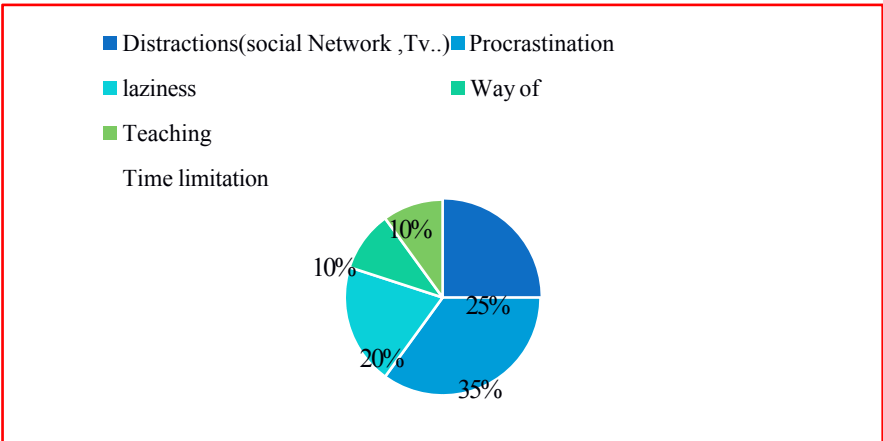


Figure 7: Factors Inhibiting Students from being a Good Time Managers.

The aim of this question is to identify the common obstacles students face in becoming effective time managers. The results indicate that procrastination (35%) is the major problem. (25%) of students answered that distractions (social Network, Tv...) are among the most prevalent challenges. Interestingly, smaller percentage of students attributed difficulties to laziness (20%) and Time limitation (10%).

Section Three: The Impact of Time Management on Student's Academic Achievement

Question 1. Do you believe that mastering time management skills is essential for better academic achievement?

Options	Number of Answers	Percentages
Yes	38	95%
No	2	5%
Total	40	100%

Table 8: Students Opinions toward Time Management.

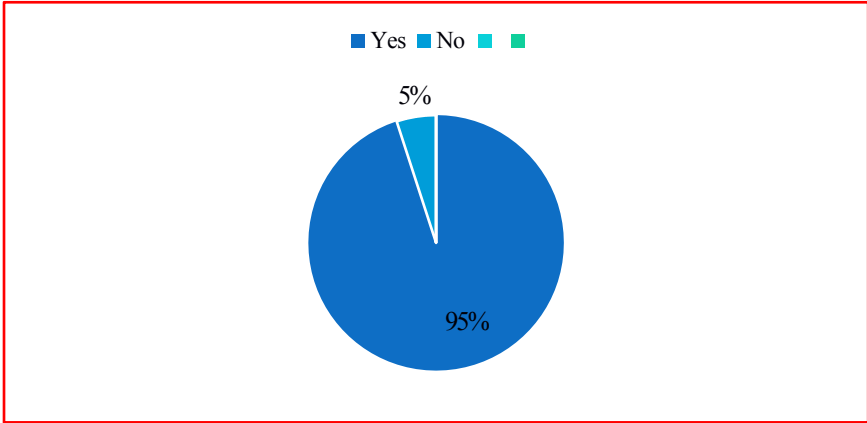


Figure 8: Students Opinions toward Classroom Time Management Skills.

The purpose behind this question is to show the students' opinions about the importance of mastering time management skills for academic achievement. With a plenty of students (95%) agreeing that time management skills are essential, and only small percentage (5%) said no. Based on the result, understanding and following time management skills plays a key role in academic success. The results are in line with Okorobie (2023), who believed that there is a positive link between effective time management and academic success, students with efficient time

management skills performing better and reporting less stress. Effective time management significantly improves academic success.

Question 2. In your opinion how does effective time management contribute to academic achievement?

The following table shows the answers of the students and the explanations that they provided

Options	Number of Answers	Percentages
Productivity	04	10%
Achieve goals	06	15%
Be more organized	10	25%
Get better grades	14	35%
No answers	06	15%
Total	40	100%

Table 9: Students Opinions about the influence of effective time management on Academic Achievement.

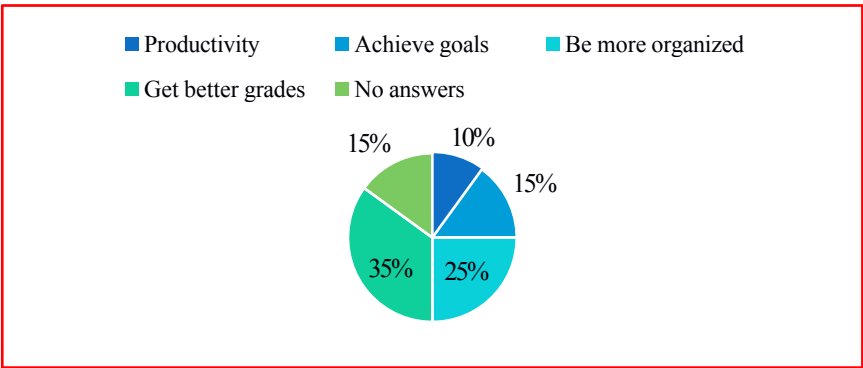


Figure 9: Students Opinions about the influence of effective time management on Academic Achievement.

The above question aims to seek the influence of effective time management on academic achievement. It is interesting that a significant portion 35% directly relates the effective time management with getting better grades, indicating a positive influence on academic achievement. (10%) of the respondents indicated that increased productivity is one consequence of time management. (25%) answered that being more organized is another positive of time management. the rest of the sample (15%) did not provide any answers. The results confirm the claim made by Chaudhari (2022), who believed that effective time management enables students to set priorities and complete the most critical assignments efficiently and on schedule. Additionally, effective time management reduces the stress and anxiety associated with meeting deadline and taking final exams, also it helps students to be more organized. By planning their work and time, students may get more done in the same amount of time.

Question 3. Have you faced any challenges in balancing academic tasks and managing your time efficiently? If so elaborate.

The following table shows the answers of the students and the explanations that they provided

Options	Number of Answers	Percentages
Yes	20	50 %
Difficulty prioritizing tasks	14	70 %
Personal Responsibilities	06	30 %
No	10	25%
No answers	10	25%
Total	40	100%

Table 10: Students Opinions about the Challenges in balancing academic tasks and managing time.

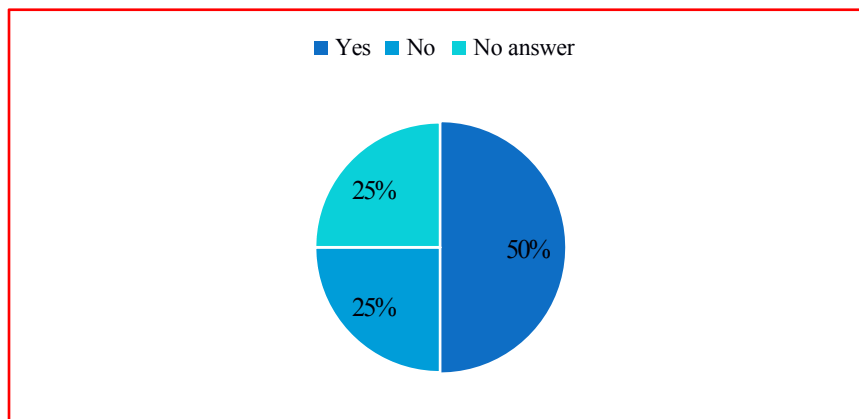


Figure 10: Students Opinions about the Challenges in balancing academic tasks and managing time.

The aim of this question is to explore the challenges that students encounter in balancing academic tasks and managing their time effectively. A significant number of students admitted facing challenges in this area, the majority of them (70 %) mentioned that the difficulty prioritizing tasks is a crucial element for improving time management skills, (30 %) claimed that there are external factors affecting time management such as personal responsibilities. (25%) of students did not answer that question.

3.2. Results and Discussion of the Interview

The analysis of this section is based on the data gathered through the interview conducted with four teachers in the department of English at Biskra University. The four participants are named participant1, participant 2, participant 3, participant 4. In fact, the interview with the participants was printed because the limitation of time of the availability of teachers.

Item 1. How long have you been teaching English?

The aim of this question is to identify the duration of teachers' experience in teaching English. The first participant has 7 years, the second participant has 4 years, the third one has 15

years, the fourth participant has 21 years. Regarding the results, there is a range of experience among the participants from 4 years to 21 years. This diversity led to interesting discussions about the way of teaching and perspectives on the field.

Item 2. Can you share some effective time management skills that students used while studying?

The aim of this question is to gather insights on effective time management skills utilized by students during their studies. The first participant relates time management on teacher's guidance because of the random performance of students. The second participant emphasizes on organization, planning, and scheduling. The third participant highlights the benefit of working in pairs or groups. The fourth participant emphasizes on task planning, activity division, and cooperation with classmates indicating a comprehensive approach to time management includes both individual and group efforts.

Item 3. How do you encourage students to maintain efficient classroom time management during classroom activities?

The aim of this question is to discover the strategies that teachers used to encourage students to maintain efficient classroom time management. The first participant considers prioritizing tasks as an effective strategy that helps students focus on the most important. The second participant encourages students by working in pairs or groups mentioning that collaborative activities can be beneficial for time management by sharing responsibilities, the third participant indicates that mentioning the advantages of time management raise the awareness and empowering and motivate them to apply these principles in their studies, the fourth participant

declares that dividing classroom sessions into distinct parts such as warming up, presentation and production provide structure and clarity and it help students enhance their organization skills also optimizing classroom time management.

Item 4. Do you believe that your students follow a plan or a schedule to complete their tasks on time ?

The aim behind this question is to explore the extent to which students follow a plan or a schedule to do their activities. The first participant indicates that some students engage in planning their tasks by making a list, the second participant notes that only some students follow a plan, also this participant mentions that the use of time allocated strategy shows a high level of organization, the third participant highlights the influence of student motivation on following a plan or schedule, the fourth Participant points out the challenge of motivation among EFL learners and the lack of it can have a negative impact on students ability to effectively follow a plan.

Item 5. In your opinion what are the struggles that faced students in using classroom time management skills?

The aim of this question is to identify the struggles that faced students in utilizing classroom time management effectively. The four participants highlighted common challenges such as disorganization, procrastination, time wastage, lack of training and practice in using effective time management strategies, lack of motivation and commitment to specific goals.

Item 6. Do you agree that classroom time management play a crucial role towards better academic achievement of students?

The aim of this question is to determine whether the participants agree that classroom time management play a crucial role in improving students' academic achievement. All the Participants agree on that, the first and second participant believe that effective time management is essential for achieving academic success as it saves time and efforts, the other participants also agree through stressing on the importance of organization and order in facilitating efficient learning.

Item 7. What are the main benefits of being a good time manager?

The aim of this question is to identify the benefits of being a good time manager. The four participants highlighted a several benefits including effective stress management, high quality of work, being innovative and creative, avoiding multitasking, time control, ability to order priorities, be organized, cope with any challenges, achieve good results.

Item 8. What are the consequences of poor time management?

The purpose of this question is to explore the consequences of poor time management. The four participants highlighted a number of consequences of poor time management such as low achievement, higher of tension and stress, dissatisfaction, procrastination, missed opportunities, and poor quality of work. The results are in line with Okorobie (2023), who indicated that poor time management can have a negative impact on student's academic performance and grades. It can also result in procrastination and missed opportunities for personal development and greater learning experiences.

Conclusion

The third chapter covered the analysis and interpretation of the data gathered from the second-year license via questionnaire and teacher's interview. The results have shown that time management play a crucial role in enhancing academic achievement of students. Thus, it is the key factor of better academic performance of students.

General Conclusion

The purpose of the current study was to find out the impact of time management on students' academic achievement at Department of English at Biskra University. More specifically, how can efficient time management improve students' academic achievement. It also aimed to clarify the connection between time management and academic achievement and identify the barriers preventing students from using time management skills.

Students can increase their productivity, lower their stress levels, and ultimately perform better academically by setting priorities for their activities, allocating their time disciplinarily and making effective use of available resources. To maximize their academic potential, students must recognize time management skills and put into practice. Through an in-depth analysis of various time management strategies, techniques and their impact on academic achievement, time management not only enhances productivity but also fosters better learning outcomes. We used a mixed method, qualitative and quantitative technique to conduct our research with two data collection tools, a questionnaire for students and an interview for teachers in order to investigate the role of time management in students' academic achievement. Moreover, future research should look deeper into the long-term effects of time management on academic achievement and explore innovative interventions to promote effective time management skills among students.

Summary and Implications of the Main Results

Based on the results of the questionnaire and the interview the participants indicate that only some students engage in planning their tasks, highlights the lack of student motivation and its influence on students' ability to effectively follow a plan.

The findings demonstrate that a significant portion of students use a plan and apply time management skills during their studies that indicates the awareness of the importance of

organization and planning in their schedules

The finding of the study highlighted a number of consequences of poor time management such as low achievement, higher of tension and stress, dissatisfaction, procrastination, missed opportunities, and poor quality of work.

Furthermor the results show that the main struggles which negatively influence students in using classroom time management effectively are disorganization, procrastination, time wastage, lack of training and practice in using effective time management strategies, lack of motivation and commitment to specific goals. The main factors prevent students to be a good time manager are procrastination and distractions (social Network, Tv...), external factors such as personal responsibilities which considered as significant barriers to effective time management for many students. Also, they find difficulty in prioritizing tasks

Besides, the obtained data demonstrates the strategies can used to encourage students to maintain efficient classroom time management such as prioritizing tasks as an effective strategy that helps students determine which tasks are most important and urgent ,and encourage students by working in pairs or groups mentioning that collaborative activities can be beneficial for time management by sharing responsibilities and it provides opportunities for feedback and support, also mentioning the advantages of time management raise the awareness and empowering and motivate them to apply these principles in their studies, declare that dividing classroom sessions into distinct parts such as warming up, presentation and production promote a structure and clarity and it help students enhance their organization and production of skills also optimizing the educational experience.

The current study emphasizes the relationship between time management and academic

achievement of students. Indeed, the above findings imply that there is a significant and direct relationship between time management and academic performance of students. All the participants emphasized that effective time management is essential for achieving academic success and facilitating efficient learning and raising the quality of work for students that affirms the positive link between the two variables. The majority of students reported that they noticed improvements indicating the effectiveness of better time management skills in enhancing academic achievement. Among those improvements achieving higher grades, reducing stress and anxiety, increased productivity and being more organized.

Recommendations

Based on the results of the study, the following recommendations may help students and teachers to develop effective time management habits. Students can enhance their productivity, reduce stress, and achieve their academic goals more efficiently if they arrange their time properly.

Students should take into consideration planning and prioritizing by identifying and prioritizing tasks based on urgency and importance, also teachers should share techniques and strategies to help students better manage their time.

Students should set clear goals by defining specific and achievable goals for their studies. Teachers are responsible to provide students with a clear understanding of what is required of them and help them plan their time more effectively.

Students should minimize distractions such as social media, TV during their studies and try to take short breaks into their studies to rest.

Teachers ought to share their opinions and experience about the importance of applying time management skills during their studies that influence the student's ability to be effective time

managers for the sake of the improvement of academic. Additionally, teachers should be supportive by providing guidance and assistance to students who are struggling with time management and motivate them.

University should conduct some pedagogical workshops and seminars to develop teaching and learning methods and approaches to drive students to enhance their time management skills.

Limitations

As a results of circumstantial restrictions during the collection of the results, as a main limitation a number of second year students did not answer the open-ended questions of the questionnaire, also all the teachers refuse to do the interview orally because of their availability and time management.

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APPENDICES

Appendix 01: Student's Questionnaire

Dear students,

The questionnaire is intended to collect data concerning our Master research topic entitled “Investigating the Role of Time Management on Student’s Academic Achievement” for the second-year students in the department of English. We would be very grateful if you could respond to the following items. “Your answers will be of great help to accomplish this study”

The information you provide will be objectively used for an academic purpose and will be kept anonymous.

Section One: General Information

Item 1. How would you define the term time management?

.....
.....

Item 2. How can you describe your academic achievement at university?

Excellent

Good

Average

Item 3. How frequently do you arrange your schedule using a planner or another time management tool?

Always Usually About half of time Seldom Never

Section 2: Time Management Skills

Item 1. How often do you apply time management skills per week?

Always Usually Seldom
About half of time Never

Item 2. Do you believe a good student should be a good time manager?

Strongly agree Agree Disagree
Neither agree nor disagree Strongly Disagree

Item 3. Which stage of the management process do you think is the most crucial?

To set up and apply to a plan
To concentrate on the most crucial tasks
To assign tasks

Item 4. In your opinion what are the difficulties that keep you from being an effective time manager?

.....
.....

Section Three: The Impact of Time Management on Student’s Academic

Achievement.

Item 1. Do you believe that mastering time management skills is essential for better academic achievement?

Yes No

Item2. In your opinion how does effective time management contribute to academic achievement?

.....
.....

Item 3. Have you faced any challenges in balancing academic tasks and managing your time efficiently? If so elaborate

.....
.....

Appendix 02: Teacher's Interview

Dear teachers, we be so grateful if you could answer these questions required for the accomplishment of my master dissertation that aim to seek information about your opinion about the role of time management on student's academic achievement. Thank you for your collaboration in advance .

Item 1. How long have you been teaching English ?

.....
.....

Item 2. Can you share some effective time management skills that students used while studying?

.....
.....

Item 3. How do you encourage students to maintain efficient time management during classroom activities ?

.....
.....

Item 4. Do you believe that your students follow a plan or a schedule to complete their tasks on time?

.....
.....

Item 5. In your opinion what are the struggles that faced students in using classroom time management skills?

.....

.....

Item 6. Do you agree that classroom time management play a crucial role towards better academic achievement of students?

.....

.....

Item 7. What are the main benefits of being a good time manager?

.....

.....

Item 8. What are the consequences of poor time management?

.....

.....

يهدف البحث الحالي الى التعرف على دور إدارة الوقت في التحصيل الأكاديمي للطلبة بعد إدارة الوقت أمرا بالغ الأهمية وهي العامل الرئيسي الذي قد يؤثر على الأداء العلمي للفرد وإنجازاته يمكن اعتباره أحد الجوانب التي قد يمكن ان تجعل الطالب طالبا جيدا. تهدف هذه الدراسة الى التعرف على الصعوبات والمعوقات التي تمنع الطالب من إدارة وقته. إجراء هذه الدراسة تم بلاعتماد على أساليب بحث مختلطة، فهو يجمع بين الأساليب النوعية والكمية فيما يتعلق بجمع البيانات والمنهج التفسيري. تم جمع البيانات من خلال طريقتين لجمع البيانات. الأداة الأولى عبارة عن إستبيان وُزِع على أربعين طالب سنة ثانية ليسانس قسم اللغة الإنجليزية بكلية محمد خيضر بسكرة. الأداة الثانية هي مقابلة غير منظمة أجريت على أربعة مدرسين يعملون في قسم اللغة الإنجليزية بجامعة محمد خيضر. كما أسهت النتائج ان هناك تأثير معنويا لإدارة الوقت على التحصيل الأكاديمي للطلبة يمكن ان يكون لسوء إدارة الوقت من طرف الطلبة تأثير سلبي على التحصيل الأكاديمي للطالب ودرجاته كما يمكن ان يؤدي الى الممطالة وضياع الفرص.