

The effects of time management on the GPA of Undergraduate students in FPTU HCMC, Faculty of Business Administration

Abstract

This study explores the impacts of time management factors on the academic performance of students majoring in Business Administration at FPT University in Ho Chi Minh City, Vietnam. Possessing effective time management skills may result in better educational achievement (Britton & Tesser, 1991). This could also be the case for college students; efficient time management is capable of helping them improve their academic performance, particularly their Grade Point Average (GPA).

This research is anticipated to provide a more analytical perspective on the function of time management factors in enhancing the educational success of undergraduates by employing the Mental Time Management Model (Britton & Glynn, 1989) to analyze data collected through online surveys; utilizing the time management questionnaire designed by Britton & Tesser (1991). Our findings indicate that FPTU HCMC students who practice time management tend to have higher GPA. Furthermore, a slightly positive correlation between Short-Range Planning, Long-Range Planning factors, undergraduate students' academic performance is also found.

Introduction

The importance of time and time management

Extremely essential in helping to achieve separate tasks, and in business or organizations, every minute is capable of being transformed into profitability (Rathnayake, 2021). It is crucial for everyone to manage their time to do things more effectively and productively. (Majid et al, 2012).

Time management in educational context

Time management is believed to be one of the 5 most important skills for academic and professional success (Majid et al, 2012). Previous studies also analytically investigate the relationship between time management factors and academic achievement. (Misra & McKean, 2000)

Literature Review

Academic performance at PFPT University HCMC, Vietnam

At FPT University HCMC in Vietnam, GPA is a decisive factor for classifying and evaluating students.

Classification		4 point scale (Official)	Reference point scale	
			Letter point	4 point scale
Pass (accumulate)	Excellent	From 9.0 to 10.0	A+	4
	Good	From 8.5 to near 9.0	A	3,75
		From 8,0 to near 8,5	A-	3,5
	Very Good	From 7,5 to near 8,0	B+	3,25
		From 7,0 to near 7,5	B	3
	Fairly Good	From 6,5 to near 7,0	B-	2,75
		From 6,0 to near 6,5	C+	2,5
	Average	From 5,5 to near 6,0	C	2,25
		From 5,0 to near 5,5	C-	2
Not Passed	Not Passed	Below 5,0	F	0

Table: FPT University HCMC Grading Assessment Scale, 2021

Time Management and Academic Performance

The link between time management and academic performance occurs at many other levels of study.

Cyril A. V., "Time management and academic achievement of higher secondary students", *Journal on School Educational Technology*, vol 10, Issue 3, pp. 38-43, 2015.
Macan, T. H., Shahani, C., Dipboye, R. L., & Phillips, A. P., "College students' time management: Correlations with academic performance and stress", *Journal of educational psychology*, vol 82, Issue 4, pp. 760, 1990.
Mercanliglu, Ç., "The relationship of time management to academic performance of master level students", *International Journal of Business and Management Studies*, vol 2, Issue 1, pp. 25-36, 2010.

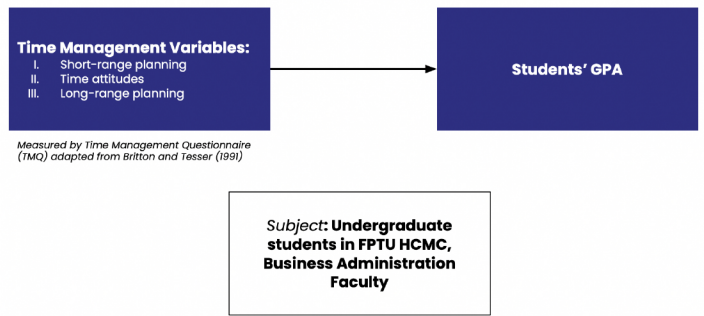
Time Management Factors

Among all the reviewed studies, the findings on **time management factors and Time Management Questionnaires (TMQ) by Britton & Tesser (1991)** stand out.

Time Management factors (Britton & Tesser, 1991)		
Short-range Planning	Time Attitudes	Long-range Planning
The competence to identify and arrange workloads over a scheduled amount of time (e.g., a day or a week) (Alay & Kocak, 2003). Britton and Tesser also point out that college students who practice short-range planning activities clearly understand what they want to achieve in the upcoming week and intend to spend time at the start of a day writing a to-do list, a goal-list or a schedule for the whole week which are all made up by setting priorities.	The competence to maintain awareness of important dates and developing goals through postponement (Alay & Kocak, 2003). Students who have profound Time Attitudes are reported to be those who do not let unprofitable activities prevent them from concentrating on school tasks, decline when anyone asks them to do stuff which can disrupt their work, and highly prioritize studies over grooming (Britton & Tesser, 1991). Moreover, they also have a strong sense of using their time constructively (Karim & Mitra, 2016) and a strong sense of self-adequacy, which are believed to be associated with better academic performance (Bandura, 1989).	The competence to set long-term goals and establish regular as well as disciplined habits in a longer period of time (e.g., a quarter, a month) (Alay & Kocak, 2003; Nasrullah & Khan, 2018). It is depicted by Britton & Tesser that students who practice Long-range planning have a tendency to set targets for the quarter and be organized in their habits of working.

Table: The Time Mngament Factors

Conceptual Framework



Hypothesis & Research Method

Hypothesis	Tools for Analysis	Code
Students with good time management practices perform better in academic performance.	Descriptive	H1
Time management factors (<i>short and long-range planning, time attitudes</i>) have a relationship with student's academic achievement.	Correlation	H2
There is an impact from time management factors (<i>Short and long-range planning, time attitudes</i>) on student's academic achievement.	Regression	H3

Sample size	Approach	Analysis
More than 100 undergraduate students from FPTU HCMC majoring in BA participate in doing the survey but only 80 participants' responses are selected due to answers' validation.	Questionnaire has 2 primary sections : 1. Asks average GPA of the 3 latest semesters with the exception of the on-the-job training semester 2. Shows all the questions double translated and modified from the TMQ. <i>A 5-point Likert scale with the score values: Always (5), Frequently (4), Sometimes (3), Rarely (2), and Never (1) is used to record the answers. Except for question number 8, 10, 12 whose meanings were negative, the responses were reversed.</i> Potential score: 18-90 Short-range Planning: 7-35, standard mean score: 21 Time Attitudes: 6-30, standard mean score: 18 Long-range Planning: 5-25, standard mean score: 15 <i>Better time management practices are indicated by higher values on the scale.</i>	Descriptive analysis and inferential analysis are utilized. Correlation is tested at 0.01 level of significance while the regression was tested at 0.05 level of significance. Tool used: SPSS version 22 statistical software.

Results & Conclusion

Results

80% of participants follow a moderate level of time management practices ($\mu = 53.36$). High academic performers have better time management skills, while moderate academic performers have moderate time management skills.

The correlation analysis reveals that there is a moderate positive relationship between Short-range planning and Long-range planning with academic performance of undergraduates ($r = 0.472$ and 0.445)

The results of the regression coefficient analysis show that both Short-range Planning and Long-range Planning had an effect on GPA ($p=0.002$ and $p=0.008$).

Conclusion

There are concrete proofs to prove the relationship. Students are also encouraged to improve their time management planning skills in terms of short and long range in order to achieve higher on their academic grades.

The results drawn from this study are suggested to lecturers at FPT University so that they can guide students on how to use time management skills to promote their academic achievement.

Limitations

Students who study Multimedia Communication made up the majority of respondents, which might lead to sample bias.

On the other hand, we had limited access to the database of students' GPA since it is the strictly confidential resource of the university.

Further research studies are suggested to be conducted on a larger sample set and include some other variables of time management.