ISSN: 2278-4632
Vol-15, Issue-03, No.04, March: 2025

IMPACT OF TIME MANAGEMENT SKILLS ON ACADEMIC SELF EFFICACY

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ABSTRACT:
This research paper explores the impact of time management skills on academic self-efficacy among students. Time management is a critical competency that influences students' ability to effectively allocate their time towards academic tasks, thereby enhancing their overall performance and confidence in their academic abilities. Through a mixed-methods approach, this study examines the correlation between students' time management practices and their self-efficacy beliefs in academic settings. Quantitative data were collected through surveys measuring time management skills and self-efficacy levels, while qualitative interviews provided deeper insights into students' experiences and perceptions. The findings indicate a significant positive relationship between effective time management and higher levels of academic self-efficacy. This research highlights the importance of developing time management strategies as a means to foster greater academic confidence and success among students, suggesting that educational institutions should incorporate time management training into their curricula to support student achievement.
Keywords - Time management skills, Academic self-efficacy, Correlation, Confidence, Student achievement.

INTRODUCTION:

TIME MANAGEMENT SKILLS:

Time management is a critical skill for college students, as it significantly impacts their academic performance, personal development, and overall well-being. In a college environment where students are expected to juggle multiple responsibilities such as attending classes, completing assignments, participating in extracurricular activities, and managing social and personal commitments, effective time management becomes essential. Developing and implementing time management strategies can help students maintain a balance between their academic and personal lives, reduce stress, and achieve their goals.

A key element of effective time management is the ability to set priorities. College students often face numerous competing demands, such as preparing for exams, completing projects, and meeting personal commitments. Prioritization involves identifying tasks based on their urgency and importance, allowing students to allocate their time and energy effectively. Tools such as to-do lists, planners, and digital apps can help students organize their tasks and focus on high-priority activities. For instance, using the Eisenhower Matrix, which categorizes tasks into urgent, important, and less significant, can help students make informed decisions about how to spend their time.

Another crucial component of time management is goal setting. College students who set clear, achievable goals are more likely to stay motivated and focused. Goals provide direction and purpose, making it easier for students to plan their time and track their progress. For example, breaking down long-term objectives, such as graduating with honours, into smaller, manageable steps can make the process less overwhelming and more actionable. SMART goals—specific, measurable, achievable, relevant, and time-bound—are particularly effective in guiding students toward success.

Time management also involves the ability to adapt and be flexible. College life is unpredictable, with unexpected assignments, social events, or personal challenges arising at any time. Developing contingency plans and being open to adjusting schedules can help students navigate these uncertainties without feeling overwhelmed. For instance, allocating buffer time in daily schedules allows room for unanticipated delays or additional responsibilities.

Effective time management positively impacts academic performance and mental health. When

ISSN: 2278-4632
Vol-15, Issue-03, No.04, March: 2025

students manage their time well, they can dedicate sufficient hours to studying, preparing for exams, and completing assignments without the stress of looming deadlines. This reduces anxiety and boosts confidence in their abilities, creating a positive cycle of productivity and achievement. Furthermore, good time management skills allow students to balance academic responsibilities with leisure and self-care activities, promoting overall well-being. Engaging in hobbies, exercising, and spending time with friends and family are essential for maintaining a healthy lifestyle and avoiding burnout.

The importance of time management extends beyond college, as it prepares students for professional and personal success in the future. Employers highly value time management skills, as they are indicative of an individual's ability to handle responsibilities and meet deadlines. By developing these skills during their college years, students gain a lifelong advantage in navigating the demands of their careers and personal lives.

ACADEMIC SELF-EFFICACY:

Academic self-efficacy, defined as a student's belief in their ability to perform specific academic tasks successfully, is a critical determinant of academic success and personal growth. This concept, rooted in Bandura's social cognitive theory, emphasizes the role of self-belief in influencing motivation, persistence, and achievement. Students with high academic self-efficacy are more likely to set ambitious goals, work harder, and persevere through challenges, making it a key factor in educational outcomes.

One of the primary drivers of academic self-efficacy is mastery experiences. When students successfully complete tasks, their confidence in handling similar challenges grows. For example, a student who excels in solving complex math problems will likely feel more capable of tackling advanced concepts in the future. Conversely, repeated failures without opportunities for reflection and improvement can diminish self-efficacy. This highlights the importance of creating learning environments that provide appropriate challenges, encourage incremental progress, and celebrate achievements.

Vicarious experiences, or learning through observing others, also play a significant role in shaping academic self-efficacy. When students see peers or role models succeeding in tasks, especially those perceived as similar to themselves, they are more likely to believe they can achieve similar outcomes. For instance, witnessing a classmate master a difficult science experiment may inspire a student to approach their own project with greater confidence. Teachers and mentors can enhance this effect by sharing success stories, facilitating peer learning, and promoting collaborative activities that build a sense of shared accomplishment.

Verbal persuasion is another factor that can bolster academic self-efficacy. Encouragement and constructive feedback from teachers, parents, and peers can reinforce a student's belief in their abilities. Statements like "You've got this!" or "Your effort is paying off" can motivate students to persist in their efforts. However, overly critical or insincere feedback can have the opposite effect, diminishing confidence and engagement. Educators must strike a balance by providing specific, actionable feedback that highlights strengths while addressing areas for improvement. The impact of academic self-efficacy extends beyond individual tasks to broader educational outcomes. Students with high self-efficacy tend to exhibit greater intrinsic motivation, which drives them to engage in learning for its own sake rather than external rewards. This internal drive often leads to deeper engagement with course material, better problem-solving skills, and a willingness to seek help when needed. These students are also more likely to develop a growth mindset, believing that their abilities can improve through effort and persistence.

In contrast, students with low academic self-efficacy often struggle with motivation and may avoid challenging tasks for fear of failure. This avoidance can create a cycle of underperformance, further eroding their confidence. Addressing this requires intentional efforts to build self-efficacy through supportive teaching practices, mentorship, and interventions tailored to individual needs.

Educational institutions play a vital role in fostering academic self-efficacy by creating environments

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that support diverse learning styles, provide resources for skill development, and emphasize the value of effort and perseverance. Teachers can use strategies such as scaffolding, where tasks are broken into manageable steps, to help students build confidence incrementally. Additionally, promoting a culture of resilience and celebrating diverse forms of success can make students feel valued and capable. Time management skills play a crucial role in shaping academic self-efficacy among students by directly influencing their ability to set and achieve goals, manage workloads, and reduce stress. Academic self-efficacy refers to a student's belief in their ability to successfully complete academic tasks, which is often strengthened when students can effectively allocate their time. With strong time management skills, students are better able to prioritize tasks, plan their study schedules, and meet deadlines, leading to a sense of accomplishment that reinforces their confidence in handling academic challenges. Conversely, poor time management can lead to procrastination, missed deadlines, and heightened anxiety, which undermine self-efficacy and create a negative cycle of academic performance. Additionally, well-managed time allows students to allocate sufficient hours for focused learning and revision, which enhances their mastery of subject material and boosts their belief in their competence. This sense of control over their academic responsibilities translates into increased motivation and a proactive approach to learning. Time management skills also facilitate a balance between academic and personal life, allowing students to engage in activities that promote overall well-being, which further contributes to their confidence in managing academic demands. Ultimately, the ability to manage time effectively not only impacts academic success but also nurtures a positive self-perception, making students more resilient and capable in their educational pursuits.

REVIEW OF LITERATURE:

Alec Mackenzie, Pat Nickerson Amacom, 2009: The time trap: The classic book on time management tells countless readers how to squeeze the optimal 19 efficiency--and satisfaction--out of their work day. This essential guide offers practical solutions to help you manage your time more effectively and steer clear of so-called "time-saving" methods that fail to deliver. Drawing on decades of research with professionals worldwide, authors Pat Nickerson and Alec Mackenzie provide insights on how to: set achievable goals and honor commitments; handle multiple responsibilities; accurately estimate time for new tasks; identify and tackle persistent time-wasters; safeguard your priorities; and enhance productivity for career success. The extensively updated fourth edition also addresses technology-driven strategies for navigating the challenges and opportunities of the virtual era. Packed with actionable advice, insightful interviews, and useful time management tools, *The Time Trap* is your ultimate resource for optimizing your work time and seizing the advantages of the 21st century.

Krista P Terry, Peter E Doolittle; wrote a journal in 2008. And in their journal, they talked about Fostering self-efficacy through time management in an online learning environment. This study explored the impact of a web-based tool aimed at enhancing student self-efficacy through a time management strategy. Over 16 days, 64 undergraduate and graduate students used the tool daily to set goals for how they intended to allocate their time the next day and to log how they actually spent their time. Participants also received feedback on their goal achievement either daily or weekly, presented in either a concise (lean) or detailed (rich) format. The strategy encouraged students to monitor their time management habits and engage in self-regulated learning. While using the tool led to improvements in self-reported time management behaviours, it did not result in significant gains in self-efficacy or self-regulated learning, regardless of the feedback frequency or format.

Mohammadreza Zar bakhsh, Sayedee Akram Por Hassani, Mohammadali Rahmani, Et, al. Wrote a journal in 2015 in which they talked about the relationship between time management, self-efficacy and entrepreneurship among students. This study explores the connection between time management, self-efficacy, and entrepreneurship among Technical School students. The research focused on students from the Female School of Technical Arts in Ramsar during the 2011–2012 academic year. A sample of 150 students was selected using cluster random sampling. Participants completed validated questionnaires on time management, general self-efficacy, and entrepreneurship,

with reliability rates of 86%, 80%, and 90%, respectively. The data were analyzed using multivariate regression and Pearson correlation. Results revealed a significant positive correlation between time management, self-efficacy, and entrepreneurship ($p < 0.01$). Additionally, time management and self-efficacy accounted for 8% of the variance in entrepreneurship.

RESEARCH OBJECTIVES:

- To investigate the relationship between time management skills and academic self-efficacy
- To identify the specific time management skills that how strongly related to academic self-efficacy

HYPOTHESIS:

- There will be no significant relationship between time management skills and academic self-efficacy.
- There will be a weak correlation between Time Management Skills and Academic Self-efficacy.

METHODOLOGY:

SAMPLE:

A total of 151 college enrolled female students were chosen from various parts of India for this study.

- **Inclusion criteria:**
  The sample includes only female subjects.
  The age group was between 18-25 years of age.
  The participants who are in undergraduate or postgraduate programmes.
- **Exclusion Criteria:**
  The sample do not include any male participant.
  Individuals who are not aged between 18-25.
  Individuals who are dropout/ Ex Students /PHD/ and all those who are not in UG or PG.

PSYCHOLOGICAL TOOLS:

Questionnaire of TIME MANAGEMENT SCALE by Britton and Tesser (1991) It is a scale that attempts to measure the Time Management Skills of an individual Britton and Tesser (1991) originally used a 35-item questionnaire to assess time management. Through factor analysis, they refined this into an 18-item scale comprising three subscales: a 7-item Short-Range Planning measure, a 6-item Time Attitudes measure, and a 5-item Long-Range Planning measure. However, Britton and Tesser (1991) did not provide an assessment of the psychometric properties of either the overall 18-item scale or its three subscales. In the present study we employed an amended version of this 18-item scale. This scale has two components. Time Attitudes and Short-Range Planning. RELIABILITY: The internal reliability of the 17-item scale was assessed using Cronbach's alpha. The overall scale demonstrated a satisfactory level of internal reliability, with a Cronbach's alpha of .77. The alpha values for the sub-scales were as follows: Short-Range Planning (.81), Time Attitudes (.57), and Long-Range Planning (.48).

Validity: The time management scale showed strong validity. Data from the 17-item scale were analyzed using principal component analysis to replicate the three-factor structure identified by Britton and Tesser (1991) with a similar approach. The Measure of Sampling Adequacy was .83, confirming that the dataset was appropriate for principal component analysis.

Level of academic self-efficacy questionnaire developed by Byrne and Matoti (2017). It is a scale that attempts to measure the self-efficacy of an individual. The level of academic self-efficacy was assessed using a set of 20 items. For adequate construct validity, the highest correlation value for the selected element with corresponding rows and columns should be from 0.30 to 0.90. The inter item

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correlation result revealed that the highest correlation for each item with at least one other item in the

Regression Statistics	
Multiple R	**0.115727**

academic self-efficacy construct was between 0.3 and 0.9. A single factor was extracted that explained 69.8% of the total variation in the 20 items. The Cronbach's alpha value was 0.791 (>0.7), indicating the appropriateness of items measured. The normality of the variables was evaluated using the Kolmogorov Smirnov test (since sample size is more than 50). The p-value of the test was more than 0.05, the data can be assumed to be distributed normally.

SCORING:

Questionnaire of TIME MANAGEMENT SCALE by Britton and Tesser (1991) It is a scale that attempts to measure the Time Management Skills of an individual. Britton and Tesser (1991) initially employed a 35-item questionnaire of time management. Factor analysis of this questionnaire resulted in the identification of an 18-item scale which consisted of 3 subscales: a 7-item measure of Short-Range Planning; a 6-item measure of Time Attitudes; and a 5-item measure of Long-Range Planning. Britton and Tesser (1991) present no evaluation of the psychometric properties of the 18-item scale or the three subscales. In the present study we employed an amended version of this 18-item scale. This scale has two components. Time Attitudes and Short-Range Planning.

Level of academic self-efficacy questionnaire developed by Byrne and Matoti (2017). It is a scale that attempts to measure the self-efficacy of an individual. The level of academic self-efficacy was assessed using a 20-item measure. For adequate construct validity, the highest correlation value for the selected element with corresponding rows and columns should be from 0.30 to 0.90. . The inter item correlation result revealed that the highest correlation for each item with at least one other item in the academic self-efficacy construct was between 0.3 and 0.9. A single factor was extracted that explained 69.8% of the total variation in the 20 items.

RESULT:

TABLE 1. MEAN AND STANDARD DEVIATION:

VARIABLES	MEAN	STANDARD DEVIATION
TIME MANAGEMENT SKILLS	**51.65562914**	**6.960887259**
ACADEMIC SELF EFFICACY	**68.9933774**	**12.02192258**

TABLE 2. REGRESSION STATISTICS

- The regression analysis aimed to examine the impact of Time Management Skills on Academic Self-Efficacy. The results showed a weak positive relationship between the two variables, with a Multiple R value of 0.116. This indicates a small correlation between time management skills and academic self-efficacy. (as shown in TABLE 2

ISSN: 2278-4632
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TABLE 3. REGRESSION CHART

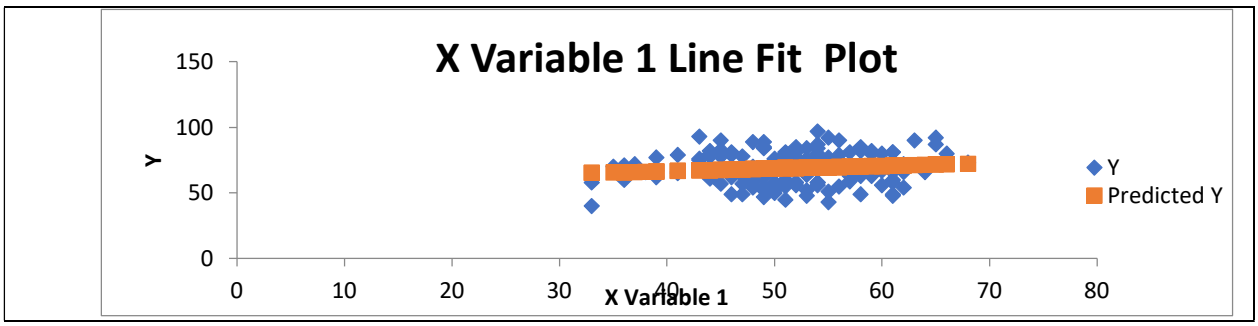
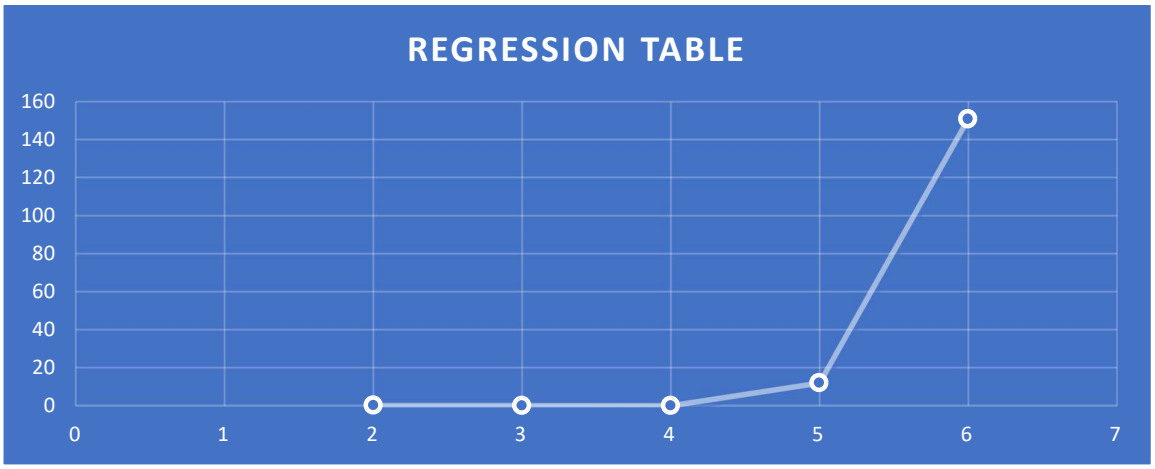


TABLE 4. REGRESSION TABLE



DISCUSSION:

The findings indicate that Time Management Skills have a minimal impact on Academic Self-Efficacy, as evidenced by the weak correlation and low multiple R values. While time management is often viewed as a critical skill for academic success, this analysis suggests that its direct contribution to self-efficacy is limited. This may indicate that other factors, such as intrinsic motivation, prior academic achievements, or external support systems, play a more substantial role in shaping self-efficacy beliefs. Despite the weak relationship, the small positive correlation may reflect that individuals with better time management skills are slightly more confident in their academic abilities. For instance, effective time management could reduce stress and increase a sense of control over academic tasks, thereby boosting self-efficacy. However, this impact appears to be marginal, as most of the variance in self-efficacy remains unexplained.

These results underscore the complexity of self-efficacy as a construct. While time management skills are an important aspect of academic success, their influence on self-efficacy may be indirect, mediated by factors such as task completion rates, reduced procrastination, or improved academic outcomes. Additionally, the weak relationship may suggest that interventions aimed solely at improving time management may not significantly enhance academic self-efficacy.

Future research should explore other potential predictors of self-efficacy, such as goal-setting strategies, peer support, or feedback from educators, to develop a more comprehensive understanding of its determinants. Longitudinal studies could also provide insights into how time management skills influence self-efficacy over time and whether improvements in time management translate into sustained confidence in academic contexts.

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IMPLICATIONS OF WEAK CORRELATION

The weak correlation implies that time management skills alone are not a strong predictor of academic self-efficacy. Several factors could explain this finding:

1. **Multifactorial Nature of Self-Efficacy**: Academic self-efficacy is influenced by multiple factors such as past academic achievements, intrinsic motivation, peer support, and personal beliefs about competence. Time management skills might play a minor role within a larger framework.
2. **Implementation Gap**: Having time management skills does not necessarily mean they are implemented effectively. Students with poor self-efficacy might struggle to translate time management strategies into action, thereby weakening the observed relationship.
3. **Context-Specific Influence**: Time management may have a greater impact in certain academic contexts or tasks, but this impact might be diluted when measuring general academic self-efficacy.

CONCLUSION:

In conclusion, the analysis reveals a weak positive correlation between time management skills and academic self-efficacy, as indicated by the Multiple R value of 0.115. While this suggests that time management skills may have a small impact on self-efficacy, the relationship is not strong enough to stand alone as a primary predictor. This suggests that as time management skills improve, academic self-efficacy may increase slightly, but the strength of this relationship is not substantial. Multiple R, which is the correlation coefficient, measures the strength and direction of the linear relationship between the predictor variable (time management skills) and the outcome variable (academic self-efficacy). In this case, a value of 0.115 reflects a very small positive association. While the relationship exists, its weak magnitude implies that time management skills contribute minimally to changes in academic self-efficacy when considered independently.

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