

ST MARY'S UNIVERSITY COLLEGE

BUSINESS FACULTY

DEPARTMENT OF MANAGEMENT

**STUDENTS TIME MANAGEMENT PRACTICE: A CASE
STUDY IN ST MARY'S UNIVERSITY COLLEGE**

By Tewodros Alemu

June, 2011
SMUC
Addis Ababa

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**A SENIOR ESSAY SUBMITTED TO THE
DEPARTMENT OF MANAGEMENT BUSINESS
FACULTY**

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Original it's my desire to give a genuine thanks to Allah, the most opener, the All-Merciful; to give me a courage to finish the course on which ever he likes the end. Next I sincerely thank all my teachers to give me knowledge with the best of what they get hold of. Last but not list my adviser Ato wondafrash Mulatu is part of this work on guiding me to present my best. ***Thank you all.***

Table of content

CHAPTER ONE: INTRODUCTION

1.1 Background of the study -----	1
1.2 Statement of the problem -----	1
1.3 Research questions-----	1
1.4 Objective of the study -----	1
1.4.1 General objectives -----	
1.4.2 Specific objectives -----	
1.5 Significance of the study -----	
1.6 Delimitation of the study -----	
1.7 Definition of terns -----	
1.8 Research design and methodology -----	
1.8.1 Research design -----	
1.8.2 Population and sampling -----	
1.8.3 Types of data -----	
1.8.4 Methods of data collection -----	
1.8.5 Data analysis method -----	
1.9 Limitation of the study -----	
1.10 Organization of the study -----	

CHAPTER TWO: LITERATURE REVIEV

2.1 setting objective-----	
2.1.1 Goals -----	
2.1.2 Key task areas (KTA) -----	
2.2 Planning system-----	
2.2.1 Need for information -----	
2.2.2 Choosing a diary -----	
2.2.3 Determining priority -----	
2.2.4 Urgency and important of tasks -----	
2.2.5 Electronic organizes -----	

2.3 Logging time use-----
 2.3.1 Logging time -----
 2.3.2 Designing and using time log -----
 2.3.3 Other useful -----
2.4. Individual behavior -----
 2.4.1 Procrastinate -----
 2.4.2 Handling interruption -----
 2.4.3 Fighting recurring crises -----

CHAPTER THREE: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

3.1. Introduction -----
3.2. Background of respondents -----
 3.2.1. Age -----
 3.2.2. Gender -----
 3.2.3. Department -----
 3.2.4. Previous College status -----
3.3. Setting objective -----
 3.3.1. Key task Area -----
 3.3.2. Goal setting -----
3.4. Planning system -----
 3.4.1. Need for information -----
 3.4.2. Updating plan -----
 3.4.3. Determining priorities -----
 3.4.4. Urgency and importance-----
3.5. Logging time use -----
 3.5.1. Log time -----
 3.5.2. Electronic organization -----
3.6. Individual behavior -----
 3.6.1. Procrastinations -----
 3.6.2. Handling interruption -----
 3.6.3. Stress handling -----

CHAPTER FOUR: SUMMARY, CONCLUSION AND INTERPRETATION

4.1. Summary of finding -----
4.2. Conclusion -----
4.3. Recommendation -----

List of Tables

Table 3.1. Gender of respondents -----	1
Table 3.2. Age of respondent -----	1
Table 3.3: respondents department -----	
Table 3.4 Previous college status -----	
Table 3.5 key task area -----	
Table 3.6 Goal setting-----	
Table 3.7 Need for information -----	
Table 3.8 Updating a plan -----	
Table 3.9 Determining priorities -----	
Table 3.10 Urgency and importance-----	
Table 3.11 Urgency and importance-----	
Table 3.12 Electronic organizer -----	
Table 3.13 Procrastinations -----	
Table 3.12 Handling interruptions -----	
Table 3.14 Time allocation of the students -----	

List of figures

Figure 1: urgency and importance of tasks.

List of Appendices

Appendix 1 QUESTIONNAIRES

Appendix 2 DECLARATIONS

CHAPTER ONE

RESEARCH PROPOSAL

1.1 Back ground of the study

First, we have to recognize that time is a unique resource when compared with other resources we are familiar with in business. Whatever your requirements for time, your race, gender, class, and age, time is limited factor in achieving anything. You cannot hire it, buy it or rent it. (Although octogenarians may disagree), and you cannot obtain more than your allocation of 24 hours per day. In the economic sense, you cannot obtain more than construct a marginal utility curve for time and its supply is totally inelastic – no matter how high the demand, the supply will not and cannot be increased. Time is totally perishable; it cannot be stored in freezers, tins or deposit accounts, or slowed down as with coastal erosion. Time is totally irreplaceable, unlike plastics for steels, bread for potatoes, and automated system for human labor. (Dorothy, 2003:14).

Management is the process or activities of doing things done in effective and efficient ways. To bring efficiency and effectiveness; there are several major activity that the manager mostly perform. These are Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting.

The characteristics of resource can be explained by being a valuable and scares. For these characteristics of nature there is an idea or a thought which is called managing the resource. Time management is a part of project management and with this perspective people used to think that time management is used to only for the group and organization levels but this is wrong conception because now a days we saw individuals are highly schedules so that they got no time to spend on other extra activities rather than work and work. There for time management is the tool used to decide how to spend a valuable resource to bring successfulness in day to day performance.

To the present time St Marry University College has more than one thousand male and female students. These students are different in their batch. The present students' batches start from 1999 E.C up to this year. These is it because law department takes five year to accomplish all course; for these reasons the university college have 1010 students in five batches.

The regular students of the university college are mostly youngsters. This is the age that the individuals feeling is strong and full of desire. He or She wants to be happy, successful and acceptable by the others. To bring these achievements in to their life, the time which everybody shares at the same amount couldn't be enough.

Managing time often appears to be straight forward common sense; after all, it's simply a matter of setting objectives, determining priorities and carrying out tasks systematically. (Dorothy, 2003:14).

Time management is the art of arranging, organizing, scheduling, and budgeting one's time for the purpose of generating more effective work and productivity. There are an abundance of books, classes, workshops, day-planners, and seminars on time management, which teach individuals and corporations how to be more organized and more productive. Time management has become crucial in recent years thanks to the 24/7, busy world in which we live (what is time, Dec 29).

Time management will provide a good answer for the mystery of how the activities and social classes of these students become different, which by the way considering that every individual have equal amount of time resource and also there is an answer for the reason behind some student's ineffective performance.

1.2 Statement of the problem

Time management refers to a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals. This set encompasses a wide scope of activities (Wikipedia, Dec 10).

There are certain techniques of time management that will clarify and easy the process of managing it and this will improve the achievement of objective in short period. The following are some of the guidelines that will help organizations or individual for their successful adventure. *Setting objective; planning systems; logging time use; individual behaviors; managerial style; and visual reminders* (Dorothy, 2003:13).

Students of St Mary's University College's are a collection of individuals with a better education level and standard of life style. Since they come from different backgrounds, students brought the

idea of difference in religion, social status, characteristics and also place of birth unlike the society of the country. There for when the researcher talk about each individual students problem regarding to the time management in fact it gives a bird view about every individual including himself since the student researcher is a part of the school community and this is how it help to explore the gabs between the students time management practice and the theory.

Coming to the cases, the students are showing a behavior of disrespecting of time. In the class room, there were a chance to observe when students are late to their class which this behavior actually happened day after day and also not use their fraction of second and minutes at all because of this fraction of seconds time is counted and become hours, days, weeks, months and years. That is how age is depreciated. So these statements provided a clue to see why the students of the university college were not in a power of manipulation of their own time so that they became late for themselves on achieving the goals and plus for the people who have the same class and also not to became disturbed while these late studentsnock the door in class time.

The reason behind being late in every activity of the student come from the following potential sources first the students have no proper objectives. Objective includes the idea of where you want to be in the future. Second the students have no a proper planning system for short as well as long period of time. we know that plan is a guide line or a blue print for every move of an activity. Third usage of logging time use and forth is the individual behavior. The behavior of the individual regarding to this topic is unfavorable. Most of their time is wasted by spending on unnecessary activity; students want to spend more time on chatting rather than reading and inventing of new idea. Fifth is the managerial style these leads how people use their time in the way of efficiency but the case of the students of the university college is negative they don't mind losing those second which will come an hours and days from their limited life. Six is the visual reminder. There for the summation of these concepts lack in the practice of time management leads the students to not act in the best ways of their time.

1.3 Research questions

- 1 How is the habit of student's objective setting? In fact when did they set their objective?
- 2 How planning system define the students actions?

3 How students manage their time? Did they know they spent their fraction of second according to the plan or not?

4 what type of technology students prefer as a reminder?

5 How students spent most of their time?

1.4 Objective of the study

1.4.1 General objectives:

The general objective of this research paper is to assess the time management practice of the student.

1.4.2 Specific objectives:

The specific objective of the research paper is on the point of answering the main questions of time management practice of the university college students. It is stated as the following.

- To disclose the idea of objective setting between the different graded students
- To give an idea about whether students of the university college plan for their future or they forget about their future.
- To show that if students are using their time efficiently specially following the planning for each counting to fraction of seconds is valuable to them on bringing good performance of time management.
- To show how technology that is available on everyone's hand is usable to the students.
- To specifically tell what functions or actions takes the student's time.

1.5 Significance of the study

The contribution of this research paper is to different parties of the university college society. To mention some parts of these groups who benefit from this paper:

- Teachers are one party, which increases an idea of how students spent most of their time.
- Students are the other party; to measure or evaluate their time management practice from the students who achieves his or her objectives of control time.
- Different clubs of the school are the other parts whom benefit from the paper. How their member students are using their free time to participate.
- Different administrative office can be beneficial from this research for the guidance and orientation of how the student's efficient performance can be achieved during the college time stay.
- Other researchers can be benefited as an initial point to take the title to the satisfactory finding as well as further discovery.

1.6 Delimitation of the study

The research focuses on St Mary's University College student population and the overall number of the students of the University College is distance students and regular students unfortunately the researcher is not focuses on the distance students.

The research paper delimitation regarding to time is; there are regular students as well as extension students, like the distance students the extension students also not to be included in the research there for due to these delimitation the research paper is focus only on the students who take the course regularly.

Among these variables that is used to value time management; which are the following *Setting objective, planning systems, logging time use, individual behaviors, managerial style, and visual reminders* the last two variables which is the *managerial style and visual reminders* is not included in these paper of time management.

1.7 Definition of terms

Octogenarians: a person who is between 80 to 89 years old and thinks time can be sold and purchase.

1.8 Research design and methodology

1.8.1 Research design

Since the research concerned to clarify or explain the problem of time management practice among the students the researcher used the descriptive research type. With this method the student researcher study the practice of the students time management were effective or not.

1.8.2 Population and sampling techniques

On this research the regular students whose total population are 1010 in number were the only key respondent to the research. But after all it is the year which passes by used them to develop a mental capability with different levels. The student who spent three years couldn't be the same as the student who is fresh. For this reason there were strata which were divided in to groups of respondents. The divisions were based on the batch years so that there are three groups of sample size 200. The first group have 2001 batch. The second one was 2002 and finally the fresh students were included in the third and final batch. These were the elements and groups of the respondents of the research paper.

The research paper used probability sampling approach of data gathering technique. From these method since the population is divided by the time they spent on the university college, proportionate stratified sampling technique were the best fit for the research then each stratum provided 68 students.

Group No.	Name of group	Population size	Sample size
1	Entry of 2001	267	68
2	Entry of 2002	339	68
3	Entry of 2003	359	68

Table 1.1 sampling and population size

1.8.3 Types of data collected

Type of data on this research, the primary data type as well as the secondary data type are used. The response of the research element in order to support the research in data is taking as the primary data. So as to support the paper with theories and thoughts the secondary data is used.

1.8.4 Method of data collection

Among different kinds of data gathering instrument questionnaire is used to collect the information that is needed to fulfill the paper. The researcher provides the questionnaires to the respondents and collects the respondents answer for further data manipulation and these questionnaires include the open as well as closed types of questions.

1.8.5 Data analysis method

The data analysis method of the paper is descriptive. From different types of the descriptive statistics the tabulation method is used as a tool for the display and analysis of the data.

1.9 Limitation of the Study

For the reason of limitation on economy, time and other relative resources the following are shown as a problem to finish.

- ✓ The research paper included only the regular students of the university college. The extensions and the distance students are not included because of the above, limitation of time and economy.
- ✓ Finding a book for literature review were the major problems. There is only two books on the catalogue to coordinate the literature reviews.
- ✓ The regular students of the university college were the key respondents and these students were showing boringness and tiredness on filling every questions of the questionnaire.

1.10 organization of the study

By the time the research paper finished, it included the following chapters. Chapter one is the introductory part. The next chapter is the literature review part. Chapter three which have the data gathering, presentation, analysis, and interpretation; and finally chapter four presented for the summarization, conclusion and recommendation.

CHAPTER TWO

LITERATURE REVIEW

2.1 SETTING OBJECTIVE

2.1.1 Goals

Every individual who is up to the future should be very clear about the lifetime goal. These individuals are motivated when they behave in ways that move them to certain clear goals that they accept and can reasonable to attain (Stoner, Freeman, Gilbert, 1995: 461).

Goal setting can be categorized as a long term and short term goals and writing them down while being selfishly honest with yourself can not only help you to discover what you really want to achieve in the longest term, but will also generate inspiration and motivation, and give meaning to your day-by-day minute –by-minute use of time. Lifetime goals are related to our visions, dreams, purpose, missions and basic beliefs about what is worth spending time on questions that can focus thinking upon the long term use of time on. Questions that can focus your thinking upon the long term use of time are:

- How would be like to spend the next five years?
- What do you want to achieve in the next five years?
- If you knew now that you would be struck by lightning six months from today, how would you spend your time until then?

Goal setting is a non stoppable activity of regular recording, updating and prioritizing. Worker and organization who wants to meet deadlines and be successful set a production goal and achieve it. An individual who truly wants to be productive set a production goal, meet it, and then keep going until he or she can do no more (Robert W., 2004:32).

When developing goals, objectives or key tasks areas, try to be aware of any inconsistencies or paradoxes: for example, to be liked by everyone in the office is not usually compatible with having strong opinions which you voice regularly. Look at your own lifetime goals for any such incompatibilities, but do not stop yourself from striving to achieve lifted time ambitions (Dorothy, 2003:16).

2.1.2 Key Task Areas

Key task areas (KTAS) are primarily applicable to your working life, but they also have applications in other areas of your life. Dorothy on his hand book of management skill says that, KTAs are those areas of work that you need to spend your time and energy on in order to be effective and efficient in what you achieve. So how do you do it: time logs can be useful in this respect? An alternative approach is to generate your own KTAs this is a preferred approach for people who are more future oriented, and may be lack the tolerance and analytical discipline needed for most approaches based on time logs. Here are some key questions that must be answer for determining the KTA.

- What is the company (or am I) in business?
- What is it in business for?
- What do we need to do to remain in business?
- Where do we need to be in two and five years time?
- How can we get there?
- What parts of the company can I influence directly?
- What are my of the company can I influence directly?
- What are my objectives?
- How do my, the department and the company objectives link together?

You may have more personal or local sources to develop KTAS, such as:

- Job descriptions, but beware that these may well be out of date or too static, and may, in any case, say little about your priorities.
- Appraisals and assessment interviews, which indicate potential skill strengths and limitations in achieving goals.
- Colleagues, who will help you understand how you use your time in achieving tasks, and let you know how they think you should spend your time.

- Company goals, and let you know how they think you should spend your time.
- Company goals, from annual reports, house journals, top management, and so on.
- Professional journals and databases, which contain factual information about companies and managers in similar fields to yourself.
- Your own life plans, and what you really want to achieve in life through work and other activities (Dorothy, 2003:18).

2.2 PLANNING SYSTEMS

2.2.1 Need for information

Information is a data that has been processed or reorganized in to a more meaningful form for someone (Whitney, Betley, Ditmon, 2003:613).

Managers need a way of capturing, storing and having ready access to important information. In addition to a sensible working environment with well labeled filing systems for static information, you will need some form of diary/organizer that is designed with both your good time management principles in mind. The more recent advent of electronic organizers are now a powerful option. Most conventional diaries both at the start of the years from stationers are inadequate for acting more than appointments. Ask yourself, what of data and information do I need to refer to on a regular basis? Your answer might include:

- Appointments and other dated deadlines.
- Tasks- 'to do' lists, in progress, and completed.
- Ideas and other sudden inspirations.
- Key task areas-keep them 'in sight and in mind'
- Birth days, school terms and house hold jobs.
- Maps and timetables.
- Booklists films to see and places to visit.
- Expense, budgets and other financial matters.

- Delegation, crises and interruption logs (Dorothy, 2003:20).

2.2.2 Choosing a diary

The idea is that you use your diary to make appointments in, not just appointments to see people or go places, but also appointments to carry out tasks, in particular tasks that likely to take you half an hour or more (Debra T., 2003:79).

As per comprehensive handbook of management skill (2003); before choosing a diary there is a question that must be answered but before any of that you should stop and consider the planning systems you use and whether they are adequate. If you find yourself excavating through scraps of paper, missing appointments, losing track of ideas and generally unaware of what you are trying to achieve, you should consider changing to a better system. But beware! If you are by nature a perfectionist, ensure that you spend your time achieving results, rather than spending far too much time keeping the perfectly neat multicolored time planner-and achieving mere administrative. Here are the questions:

- What size do I want and need? Sizes range from large wall charts and yearly planners via desk diaries (about 20 by 25 cm) to pocket diaries (about 10 by 15 cm)- but beware of the difficulties caused by running two or more diaries and the perennial problem of double booking and missing appointments. Popular diary formats include one to seven days per page and one month per page. The increasing from retail outlets helps you create a system that worked for you; your choice of size may be influenced by the amount and type of travelling you do in your job; many so-called pocket organizers will only fit into the largest of pockets and it can be inconvenient to have to carry a briefcase everywhere.
- What information do I need a diary or time planner to contain? Traditional diaries usually contain standard information that may or may not be useful –a map of the London underground system or a listing of the addresses of Asian airports will be little practical use to someone who time management principles in mind offer a wealth of information that you can choose from to suit your purposes may be even road map of Glasgow and Edinburgh.

2.2.3 Determining priorities

Whatever system you choose, it is essential to list all the activities that you need to complete. For many managers this is being carried out daily, either immediately on arriving at work or just before leaving the previous evening. If necessary, try to find the mental space by arriving the previous evening, or leaving ten minutes later. Where life is often less hectic, for a project planning manager for example, the list can be made weekly or monthly and project –planning techniques, such as critical path analysis, become useful (Dorothy, 2003:26).

Sometimes it isn't immediately apparent what the priorities are, especially if you are faced with a mountain of tasks, all of which seems to need immediate attention. In this circumstance, the tasks can always be broken down into one of these four categories (Debra T., 2003:73).

You will doubtless end up with more activities than time available. Do not become overwhelmed at this stage; you now have to prioritize. Go through your list and pick out priorities using the ABC system; 'A's are priority tasks, 'B' is less so, and 'c's not so important. 'a' are usually hardest, most complex and difficult to achieve –and also the most important! 'c' s are often trivial, easy to do, look impressive when crossed off a list, but don't get you anywhere. So start with 'a's, not with 'c's –or 'Z's.

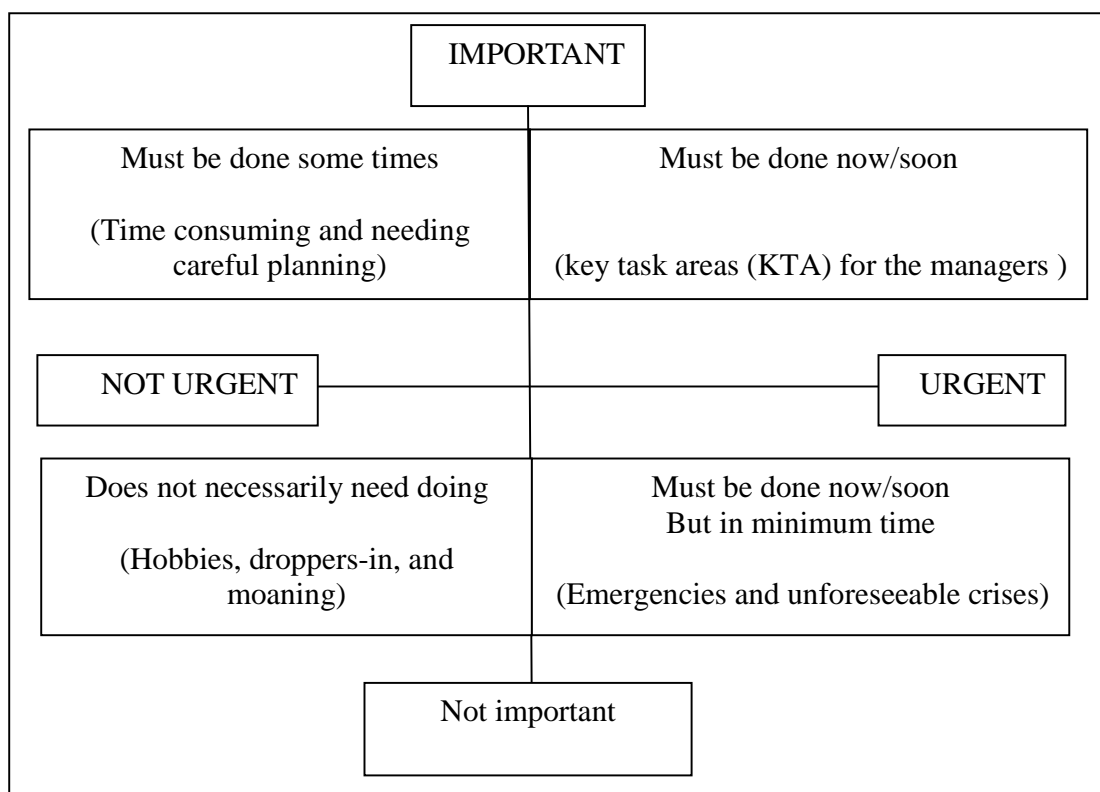


Figure 2.1 Important and urgent.

Look at the 'a' priorities. If you have several 'a's, you may like to prioritize again (a1, a2, a3, and so on), and then to see the connections between tasks. By now you will probably be crossing off tasks and interlinking them; it may look rather messy, but the left and right sides of your brain will be working a way, searching for speedy and effective planning methods to get things done.

If 'ABC's fail to appeal try prioritizing using 'MSC' is where are:

- Tasks that *must be* completed;
- Tasks that *should be* completed ; and
- Tasks that *could be* completed (if only I had time).

Avoid generating multiple lists, unmanageable numbers of priorities, items duplicated on several lists, and constantly changing priorities (Dorothy, 2003:27).

Do those tasks that are important and urgent first, urgent and not important second, important and not urgent third, and don't do the not urgent and not important ones at all if you can get away with it! (Debra T., 2003:74).

2.2.4 Urgency and importance of tasks

Many managers find it useful to look at tasks in terms of their urgency and importance (a grid showing the relationships between urgent and important tasks is given in above figure). Successful managers often experience a mixture of mostly urgent and non-urgent but still important tasks. If your non-urgent/non-important area starts to increase noticeably, you may well need to take correcting action (Dorothy 2003:27).

2.2.5 Electronic organizer

According to hand book of management skill, If you work with a personal computer by your side, you are likely to have several useful organizing programmers' with the soft ware. With windows based software these are typically diary, database, notebooks and address books, with easy search facilities and print-out options.

Ever since the typewriter was commercially introduced in 1873, advance in communication technology have enormously increased the speed and efficiency with which paper work can be processed (Robert W., 2004:87).

Many people are on the move and prefer something more portable. Portable computers are still hardly pocket-sized and light to carry, unlike today's personal digital assistants. The less expensive electronic organizers tend to replicate the features of most paper-based organizers, but as you invest more, so the facilities increase (Dorothy, 2003:28).

2.3 LOGGING TIME USE

2.3.1 Logging time

Logging time is a **timesheet** (is actually **time sheet**) is a method for recording the amount of a worker's time spent on each job (http://en.wikipedia.org/wiki/Time_log , Feb 10).

The main advantages of the time log approach are:

- It offers self-development opportunities insofar as the results can be used by you personally and revealed only to those you wish to discuss them with. Thus you can be totally honest with yourself.
- It has in-built logic, that is, deals with real and indisputable facts about how you spend your time.
- You learn through the actual processes. For example, a salesperson may be genuinely surprised at how much time is spent chasing low-yield prospect, or a line manager may learn just how much or little discretionary time is really available. However, two to four weeks of disciplined logging can become tedious, particularly if your time design is over complicated or if you are too busy or forgetful to record items. In fact, if you really are too busy to consider a time log, then would be strongly advised to complete one! (Dorothy, 2003:29).

2.3.2 Designing and using time logs

In the most straight forward approach you would divide your working life into between six and eight main categories of activities-these may be key task areas, job objectives, areas of activity, and so on, you need to note over two to four weeks the amount of time spent in each category,

while time spent on 'other activities' can be recorded in a separate catch-all category (Dorothy, 2003:29).

All time spent must be allocated somewhere on your log. Ideally, your notes should be made during or soon after the activity. In the turn moil of managing, a sensible compromise, enabling the log to be useful and accurate without being laboriously detailed, is to complete your prepared sheets as convenient .An hour is regarded recording as about the maximum amount of time that should elapse between recording –use an alarm, such as the bleep on a digital watch, to assist you as the memory can be notoriously unreliable when completing time logs (Debra T., 2003:74).

2.3.3 Other useful guidelines

According to Comprehensive handbook of management skill, it specifies some points that must not be forgotten while carrying out time log and subsequent analysis, bear in mind:

- The log should preferably be kept for a typical two-to four- week period of time. You may claim you have no typical period of time and that there is too much variation in your job: often; in fact, if we sense the luxury of a typical and routine week on the horizon, some unexpected pressure or crisis will surely occur. However, this will not invalidate your log: on the contrary, it will enhance your learning with facts about how you coped with unexpected events. Remember that the main purpose of your log is to inspire you to improve use of time, and not to define some mythical week.
- Your designed time log should be easy to understand and should be completed during the course of the day. Do not make its so intricate that completing it every few minutes supersedes your role as a manager and you need an extra key task entitled 'filling in my time log'.
- Using symbols and abbreviations where you can is helpful, particularly in the additional notes column.
- On arriving at work each day, you should start your log by confirming in writing your priority task and objectives for the day ahead.
- Time spent in travelling, working beyond 'normal hours', and in breaks should all be included (Dorothy, 2003:35).

2.4 INDIVIDUAL BEHAVIOR

The need to develop objectives, assess priorities and measure success in managing your time is well-known requirements and can be usefully practiced. But what about all those other behaviors we exhibit, often without being aware of them that influence our ability to achieve objectives (Dorothy, 2003:35).

2.4.1 Procrastinate

“Procrastination” entrepreneur kiam, says “is opportunity assassin”. It is a single biggest factor causing people to fall behind in their work, miss deadline, and turn in shoddy effort (Robert W., 2004:21).

Procrastination is for most people a deep-seated and acquired habit. It is a problem that should be tackled immediately as soon as you decide to improve your time management. Useful steps in tackling procrastination include:

- Resolve that you are going to change as soon as you can-preferably now!
- List all those tasks you have been putting off. Make no exceptions everything must be on your list.
- Remove one or two with the other items on the list, at a rate of, say, two or three each day. Then implement this plan first thing each morning as this sets a positive one for the rest of the day. You can tell yourself: ‘great, the day is only 20 minutes old and already I have accomplished the most irritating tasks of the day.’
- If you stick to your plan, reward yourself, maybe with a new time planning system. If you fail, punish yourself –gently, but in a way that ensures you will make a better effort next time round (Dorothy, 2003:36).

2.4.2 Handling Interruptions

Handling interruption is a crucial parts of successful time management, but it is a skill that many of us have to work on the thing about interruptions is that they usually involves other people. The combination of a desire to please and be helpful with a feeling of guilt if we are not available to people makes it very difficult to say no or to send people away (Debra T., 2003:95).

Two simple techniques for handling interruptions are

- Try to keep that interruption short. There are many ways of achieving this including letting the interrupter know politely about the top priority task you are working on .when people drop in you can either remain standing or sit on your desk while they sit alternatively you can transfer the meeting to the other person's office or to neutral ground such as a reception area, where you can be more in control of when to leave. Stick to time limits whenever you can be more in control of when to leave stick to time limits whenever you can maybe by saying 'I don't have a minute but I can give you ten and then stick to the ten minutes of undivided attention.
- Remember that most interruptions involve other people and therefore we must handle matters sensibly and graciously. That assertiveness course may have taught us to say no to unreasonable demands and interruptions but at the same time we must not demonstrate irritation with the interrupter that will in turn dilute our ability to listen carefully and to help them get the point try to reach a workable compromise and whether they be colleagues or customers do not let people go away empty handed at the least promise to tackle their problem later or find a time when you can both talk without time pressures or shared the problem and solution more creatively. You must also ensure that you are not your own worst interrupter as interruptions can be consciously and unconsciously set up as excuses to procrastinate. Extroverts particularly can find themselves leaving their office door open deliberately to try to entice interrupters often they place their desks in a position that makes it easy for them to be seen and invites interruption open plan offices need very careful design and it is not unusual for managers to invent a system for flagging up their willingness to be interrupted among various simple but useful systems yellow and red discs on the corner of the desk can signify I can be interrupted if you must and I can only be interrupted if it 's really very important introverts on the other hand are likely to be most irritated by interruptions and they must ensure that they maintain momentum and keep on track with that top priority task after deal in with the interruption (Dorothy, 2003:37).

2.4.3 Fighting recurring crises

For any stress there is normally a cause or an event which may or may not be within your control. The first thing to do is see if you can remove the causes of the stress. Do remember, however that the symptom is not the same as the problem (Debra T., 2003:95).

There is nothing wrong with the occasional crisis, and indeed we cannot escape them. But if it turns out to be the same crisis that occurred last week, the week before and the week before that, you may be looking for someone to blame rather than learning from the crisis experience. Here is some good performance in crises:

- Use your energies to find solutions (not for shouting for scapegoats).
- Focus on the problem at hand (not your personal performance or how it will look at appraisal time).
- Relax momentarily before considering options and then controlling that crisis.
- Turn the crisis into an opportunity for new ideas and methods. Contingency plans that help avoid future identical crises can be devised (Dorothy, 2003:38).

CHAPTER THREE

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

3.1 Introduction

This time management practice of St Many University College students' paper is targeting to clarification the student's different problem regarding with their time investment. It also explains how to become successful in time of college as well as in subsequent lifetime experience. Since the paper enclose major situations like where the problem of each students arises from and specifically identifying these problem then it will be easy to determine how this problem can be tackled and achieve a better performance by each and every individual; in order to reach on this result the collaboration of the student were vital of filling the right answer for the questions and return it on time for that matter the researcher released and collects more than two hundred questionnaires.

The contents of the questioners are parted in to five and these five parts of the questioners are presented in two forms. The first questionnaire are closed ended questions and inside it, questions regarding about the general information of the responded, objective setting, planning system, individual behavior and the time log usage are presented. These questions are not in sequential way but it is putted according to the flow or simplicity of questions. The other question is open ended questions which these question lets the respondents (students) to analyze what kind of activities are actually takes their time.

3.2. Background of respondents

These questions are asked at the beginning and it concerns about the respondents general information of their age, gender, year of registration, department, and previous college status; from these personal information questions, questions like gender, department and year of registration are totally answered because it is not private matter information like age and previous college status questions field.

3.2.1. Gender

Table 3.1. Gender of respondents

No	Items	Frequency	Percentage (%)
1	a) Male	96	47
2	b) Female	108	53
Total		204	100

Source: Own Survey, 2011

Gender was presented in first question and it is totally responded. Among these two hundred four students who answered the questionnaire, ninety six were male and the rest one hundred and eight were females.

3.2.2. Age

Table 3.2.Age of respondent

No.	Items	Frequency	Percentage (%)
1	a) 20 and below	86	42
2	b) 21-22	52	25
3	c) 23 and above	40	20
4	d) Void/unfilled	26	13
Total		204	100

Source: Own Survey, 2011

This question is presented in question number two and from the total number of respondents, who answer this question one hundred and seventy five respondents were willing to answer. In other word the rest twenty nine are just passed it.

3.2.3. Department

Table 3.3: respondents department

No	Items	Frequency	Percentage %
1	a) Accounting	71	35
2	b) Marketing	33	16
3	c) Management	30	14
4	d) ICT	26	13
5	e) Marketing management	24	12
6	f) Computer science	20	10
Total		204	100

Source: Own Survey, 2011

Computer science, Information Technology, Law, Management, Marketing, Marketing management and finally Secretarial science is the possibilities of department. But among these departments, like law and secretarial science participation were weak. This is because the senior Law department's students finished class early and the other batch were few in numbers so that they are not available like the other departments students do. Coming to secretarial science

students, first there is no fresh secretarial science student that the University College accepts. Second even though there are students of secretarial science again they are insignificant in number.

3.2.4 Previous college status

Table 3.4 Previous college status

No.	Items	Frequency	Percentage (%)
1	a) Finishing	75	37
2	b) Dropout	51	25
3	c) Unfilled	49	24
4	d) Dismissed	19	9
Total		204	100

Source: Own Survey, 2011

Unlike age this information also prepared to be personal. There are some respondent who return the question unfilled. Among two hundred four students forty-nine of them are either directly come from preparatory school or else they prefer their previous college history secrete.

The possible answer for this question could be Yes or No, and if the answer is yes there is a further explanation of, yes I joined University or College previously but now I left it because I finished the course, I dismissed or else I drop out. And in detailed it is putted on the following table.

3.3 Setting objectives

3.3.1. Key task area

Table 3.5. key task area.

	Male		female		< 20		21-22		>23		2001		2002		2003	
	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%
Always	52	56	59	55	38	46	29	57	27	71	49	72	33	49	28	44
Sometimes	13	14	14	13	13	16	11	22	4	11	12	18	11	16	5	6
Rarely	13	14	20	19	14	17	9	18	5	13	6	9	12	18	15	24
Never	15	16	14	13	17	21	2	3	2	5	2	3	12	18	15	24
Total	93		107		82		51		38		68		68		63	

Source: Own Survey, 2011

3.4.1.1 Students who always understand why they are here

Gender

- 52 (56%) of male students
- 59 (55%) of female students

Age

- 38 (46%) are below 20
- 29 (57%) 21-22 year old students
- 27 (71%) of above 23 years old students

Year of registration

- 49 (72%) of 2001 students
- 33 (49%) of 2002 students
- 28 (44%) of 2003 students

3.4.1.2 Students who sometimes lost their objective of being here.

Gender

- 13 (14%) of male students
- 14 (13%) of female students

Age

- 13 (16%) of below 20 years old students
- 11 (22%) of 21-22 years old students
- 4 (11%) of above 23 years old students

Year of registration

- 12 (18%) of 2001 students
- 11 (16%) of 2002 students
- 5 (6%) of 2003 students

3.4.1.3 Students who rarely lost their objective of being here Gender

Gender

- 13 (16%) of male students
- 20 (13%) of female students

Age

- 14 (17%) 21-22 year old students
- 9 (18%) 21-22 years old students
- 5 (13%) of above 23 years old students

Year of registration

- 6 (9%) of 2001 students
- 12 (18%) of 2002 students
- 15 (24%) of 2003 students

3.4.1.4 Students who have no objective of being here.

Gender

- 15 (16%) of male students
- 14 (13%) of female students

Age

- 17 (21%) of below 20 years old students
- 4 (3%) of 21-22 years old students
- 3 (5%) of above 23 years old students

Year of registration

- 2 (3%) of 2001 students
- 12 (18%) of 2002 students
- 15 (24%) of 2003 students

From the above table it is clear that 200 (two hundred) students answered and 93 (46%) are males and 107 (54%) are females. All students of 2001 and 2002 students are answered the question but 63

Setting objectives is the main criteria for best time management practice. It determines the activities of individuals for what they are working for and moreover it determines what students are here for. These students just come here because either their friends are here or it is a tradition that college is a place where students who finish high school are in quest of. In the other hand there are student who come here aiming for a better knowledge and standard of life. Consequently these students think their future in present time. Among the respondents 111 (55%) of the students who have no doubt about why they came to school the rest almost half of the students (45%) says they never understand why they came to school or they just lost the idea from time to time. These is clear that how students with out an objective are coming here and perform less than the other few well performed students. When we see these from the angle of age of the students, it shows progress once students get matured. These means that even though most of the students have a problem of setting objective from class beginning, some of them wake up in middle of the semester to identify why they are here. The education level of the students have a direct relation with students objective setting, the more the student become senior then the more she or he thinks their objective well.

3.3.2 Goal setting.

Table 3.6 Goal setting

	Male		Female		< 20		21-22		>23		2001		2002		2003	
	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%
Always	12	14	30	28	25	29	8	16	7	18	13	19	10	16	10	15
Sometimes	33	37	28	26	14	16	20	41	18	47	26	38	30	49	31	46
Rarely	9	10	10	9	11	13	2	4	2	5	10	14	4	6	5	7
Never	42	47	37	34	35	41	19	39	11	29	19	28	17	27	29	43
Total	89		108		85		49		38		68		61		68	

Source: Own Survey, 2011

3.3.2.1 Students who always used to set a goal for their action.

Gender

- 12 (14%) of male students
- 30 (28%) of female students

Age

- 25 (29%) are below 20 years.
- 8 (16%) 21-22 year old students.
- 7 (18%) of above 23 years old students.

Year of registration

- 13 (19%) of 2001 students
- 10 (16%) of 2002 students
- 10 (15%) of 2003 students

3.3.2.2 Students who sometimes set and objective for their actions.

Gender

- 33 (37%) of male students
- 28 (26%) of female students

Age

- 14 (16%) of below 20 years old students
- 20 (41%) of 21-22 years old students
- 18 (47%) of above 23 years old students

Year of registration

- 25 (37%) of 2001 students
- 21 (32%) of 2002 students
- 20 (29%) of 2003 students

3.3.2.3 Students who rarely set an objective for a single actions and tasks.

Gender

- 9 (10%) of male students
- 10 (9%) of female students

Age

- 11 (13%) 21-22 year old students
- 2 (4%) 21-22 years old students
- 2 (5%) of above 23 years old students

Year of registration

- 10 (14%) of 2001 students
- 4 (6%) of 2002 students
- 5 (7%) of 2003 students

3.3.2.4 Students who never set an objective in their life.

Gender

- 42 (47%) of male students
- 37 (34%) of female students

Age

- 35 (41%) of below 20 years old students
- 19 (39%) of 21-22 years old students
- 11 (29%) of above 23 years old students

Year of registration

- 19 (28%) of 2001 students
- 17 (27%) of 2002 students
- 29 (43%) of 2003 students

Coming to our respondents these students answered as the following. 96 (47%) males and 108 (53%) females answer the question and accordingly only 42 (21%) of the students used to set a goal. Goal setting is always what is going to be in the future, for that matter it must be clearly specified since that student is pass through according to the specified goals. Most success people used to picture what they want to accomplish after certain period of time. This means that any students who know what to achieve can struggle to fulfill that dream in fact the number of the students are not satisfactory to bring a best performance in every individual and say these students are performing well because there is no goal specified in order to evaluate whether the student is doing good or bad. This setting goal is more practical when the student education level is increasing which means that the senior students set their goal rather than the fresh students.

3.4. Planning systems

Students who wants to be a success, she or he must have a good and attainable plans which directs the activities of that student towards their achievements. These is happens when students use their resource effectively and efficiently throughout the engagement of work. These plans must be feasible and attainable so that it can convert to the real world. There must be a mechanism of updating plans and bring it in a right track because there could arise of number of needs and wants in a mid time and it must be putted according with the priorities of it.

3.4.1. Need for information

Table 3.7 Need for information

	Male		Female		< 20		21-22		>23		2001		2002		2003	
	fr.	%	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%
Always	24	25	19	18	0	0	13	27	3	8	8	12	16	24	18	26
Sometimes	30	31	35	32	30	44	15	31	11	28	25	37	21	32	20	29
Rarely	19	2	25	23	18	27	8	17	10	26	18	27	11	17	15	22
Never	23	24	29	27	20	29	12	25	15	38	16	24	18	27	15	22
Total	96		108		68		48		39		67		66		71	

Source: Own Survey, 2011

3.4.1.1 Students who always have information or knowledge what they have to do during their day to day activities

Gender

- 24 (25%) of male students
- 19 (18%) of female students

Age

- None of the students of below 20 years have any idea what they need to plan.
- 13 (27%) 21-22 year old students
- 23 (39%) of above 23 years old students

Year of registration

- 8 (12%) of 2001 students
- 16 (24%) of 2002 students
- 18 (26%) of 2003 students

3.4.1.2 Students who sometimes have information or knowledge what they have to do during their day to day activities

Gender

- 30 (31%) of male students
- 35 (32%) of female students

Age

- 30 (44%) of below 20 years old students
- 15 (31%) of 21-22 years old students
- 11 (28%) of above 23 years old students

Year of registration

- 25 (37%) of 2001 students
- 21 (32%) of 2002 students
- 20 (29%) of 2003 students

3.4.1.3 Students who rarely have information or knowledge what they have to do during their day to day activities

Gender

- 19 (20%) of male students
- 25 (23%) of female students

Age

- 18 (27%) 21-22 year old students
- 8 (17%) 21-22 years old students
- 10 (27%) of above 23 years old students

Year of registration

- 18 (27%) of 2001 students
- 11 (17%) of 2002 students
- 15 (22%) of 2003 students

3.4.1.4 Students who have no information or knowledge what they have to do during their day to day activities

Gender

- 23 (24%) of male students
- 29 (27%) of female students

Age

- 20 (29%) of below 20 years old students
- 12 (25%) of 21-22 years old students
- 5 (5%) of above 23 years old students

Year of registration

- 16 (24%) of 2001 students
- 18 (27%) of 2002 students
- 15 (22%) of 2003 students

According to the respondents only 22% of the students definitely have knowledge about their next actions in contrast with, the rest 78% have no idea about what they want to do, Even though some of the students know it has no constancy. This means that after the students attend a class they wait the situation to determine their next actions. This situation is worst in age 20 below students, none of these students (0%) have no idea about their next actions but it shows a slight progress for 21-22 aged students which is increase by 27% and then it again declines to 8% for matured or above the 23 aged students, and beside to the year of their registration, information need for the students next activities turn down from fresh students to senior students. There for in my opinion the students planning system is not affected by the student's age although this character comes from other constraints which is the batch year. This need for information is to know what you need to do or what you want to accomplish something good and valuable for the next action or lives. The fresh, second and third year students have a better knowledge of their actions according to their consequence. If the students determine his or her action before the begging of every thing, then the act of that student become effective and easy to manage whether these students accomplish what he or she aim or not but in reality the data shows the contradiction.

3.4.2. Updating a plan

Table 3.8. Updating a plan

	Male				female				< 20		21-22		>23		2001		2002		2003	
	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%
Always	37	39	33	31	25	32	21	42	19	51	17	41	21	28	23	33				
Sometimes	34	36	41	38	28	36	17	34	14	38	28	41	25	37	21	31				
Rarely	5	5	11	10	4	5	6	12	2	5	8	11	3	4	5	7				
Never	19	20	23	21	21	27	6	12	2	5	15	7	18	27	13	19				
Total	95		108		78		50		37		68		67		68					

Source: Own Survey, 2011

3.4.2.1. Students who always update their plan with the current situations.

Gender

- 37 (39%) of male students
- 33 (31%) of female students

Age

- 25 (32%) of below 20 years old students
- 21 (42%) of 21-22 years old students
- 19 (51%) of above 23 years old students

Year of registration

- 17 (41%) of 2001 students
- 21 (28%) of 2002 students
- 23 (34%) of 2003 students

3.4.2.2. Students who sometimes update their plan with the current situations.

Gender

- 34 (36%) of male students
- 41 (38%) of female students

Age

- 28 (36%) of below 20 years old students
- 17 (34%) 21-22 years old students
- 14 (38%) of above 23 years old students

Year of registration

- 28 (41%) of 2001 students
- 25 (37%) of 2002 students
- 21 (31%) of 2003 students

3.4.2.3. Students who rarely update their plan with the current situations.

Gender

- 5 (5%) of male students
- 11 (10%) of female students

Age

- 4 (5%) of below 20 years old students
- 6 (12%) of 21-22 years old students
- 2 (5%) of above 23 years old students

Year of registration

- 8 (11%) of 2001 students
- 3 (4%) of 2002 students
- 5 (7%) of 2003 students

3.4.2.4. Students who do not update their plan with the current situations.

Gender

- 19 (20%) of male students
- 23 (21%) of female students

Age

- 21 (27%) of below 20 years old students
- 6 (12%) of 21-22 years old students
- 2 (5%) of above 23 years old students

Year of registration

- 15 (7%) of 2001 students
- 18 (27%) of 2002 students
- 13 (18%) of 2003 students

As we see from the above table these question is answered by 95 (99%)male and 108 (100%) female students, according to their age 78(91%) below 20,50 (96%) students whose age is between 21 and 22 and also 37 (92%) students of whose age is above registration year of the students 68 (10%) of 2001, 67 (99%) students of 2002 batch and 68 (100%) of the fresh year students reply the answer.

When the students register in the university college it means that these students plan a long term plan which is to finish the course and become a good professional. But in attaining this course of action there are a number of ways and besides to these ways there is no one best way to succeed, although it depend with the situation. Regarding to the respondents only few (34%) students update their plans according with the situation they face. The rest 66 % students updates in a while or they never want to update the plans until it fail them. With the respect to the age of the students and the batch, plan updating system has a direct relation ship. This is to regulate the list of action with the situations of the real world planning must be flexible so that it can be process with the opportunity happening at the current movement but the data shows more than half of the students like (66%) don't. Updating plan with respect to the age and seniority raise is growing up and showing a progress.

3.4.3. Determining priorities

Table 3.9. Determining priorities

	Male		Female		< 20		21-22		>23		2001		2002		2003	
	fr	%	fr	%	fr	%	fr.	%	fr	%	fr	%	fr	%	fr	%
Always	31	32	28	26	24	28	16	31	15	38	22	33	19	29	18	26
Sometimes	43	46	41	38	28	33	24	47	17	45	36	54	27	41	23	39
Rarely	8	9	21	20	15	18	4	9	5	13	7	10	13	20	9	13
Never	13	12	17	16	18	21	7	14	2	5	2	2	7	11	18	26
Total	94		107		85		51		39		67		66		68	

Source: Own Survey, 2011

3.4.3.1. Students who always prioritized their activities are

Gender

- 31 (33%) of male students
- 28 (26%) of female students

Age

- 24 (28%) of below 20 years old students
- 16 (31%) 21-22 years old students
- 15 (38%) of above 23 years old students

Year of registration

- 22 (33%) of 2001 students
- 19 (29%) of 2002 students
- 18 (26%) of 2003 students

3.4.3.2. Students who sometimes prioritize their activities are

Gender

- 43 (46%) of male students
- 41 (38%) of female students

Age

- 28 (33%) of below 20 years old students
- 24 (47%) 21-22 years old students
- 17 (45%) of above 23 years old students

Year of registration

- 36 (54%) of 2001 students
- 27 (41%) of 2002 students
- 23 (39%) of 2003 students

3.4.3.3. Students who rarely prioritize their activities are

Gender

- 8 (9%) of male students
- 21 (20%) of female students

Age

- 15 (18%) of below 20 years old students
- 4 (9%) 21-22 years old students
- 5 (13%) of above 23 years old students

Year of registration

- 7 (10%) of 2001 students
- 13 (20%) of 2002 students
- 9 (13%) of 2003 students

3.4.3.4. Students who do not prioritize their activities are

Gender

- 13 (12%) of male students
- 17 (16%) of female students

Age

- 18 (21%) of below 20 years old students
- 7 (14%) 21-22 years old students
- 2 (5%) of above 23 years old students

Year of registration

- 2 (2%) of 2001 students
- 7 (11%) of 2002 students
- 18 (26%) of 2003 students

From the above table 94 (98%) male and 107 (98%) of female answers the questions; regarding with their age 85 (99%) of below 20, 51 (99%) of 21 and 22, 39 (99%) of above 23 ages answers these question and finally with the respect to the registration years 67 (99%) of 2001, 66 (97%) of 2002 and 68 (100%) of 2003 year registered students are answer the question.

Every activities of an individual whether it is planed or unplanned action it must be on the order of its priorities. So according to the necessary of the action and opportunity that came, students have to sequence their activities. Among these students most of them (71%) have a problem to prioritize their action students especially in exam time face a mountain of tasks waiting them to be solved. And in fact it is in exam time that the assignment, paper or project is collected and if these students became weak to determine what must be done first and what can come next it become difficult to achieve a better performance. But it is only 29% of the students who are delicately given priority to their actions and tasks. These is how a mountain of problem can be crumble to small parts and after that it simply solved according to the importance and need of that task.

3.4.4. Urgency and importance of tasks.

Table 3.10. Urgency and importance

	Male		Female		< 20		21-22		>23		2001		2002		2003	
	fr.	%	fr.	%	fr.	%	fr.	%	fr.	%	fr.	%	fr.	%	fr.	%
Always	23	24	32	30	27	32	14	29	5	13	12	18	26	38	17	26
Sometimes	62	65	52	49	47	56	26	53	29	73	41	60	35	51	38	56
Rarely	8	8	16	15	6	7	8	16	4	10	11	16	5	7	8	12
Never	3	3	6	7	4	5	1	2	2	4	4	6	2	4	3	6
Total	96		106		84		49		40		68		68		66	

Source: Own Survey, 2011

3.4.4.1. Students who always give a chance for urgency and importance tasks

Gender

- 23 (24%) of male students
- 32 (30%) of female students

Age

- 27 (32%) of below 20 years old students
- 14 (29%) 21-22 years old students
- 5 (13%) of above 23 years old students

Year of registration

- 12 (18%) of 2001 students
- 26 (38%) of 2002 students
- 17 (26%) of 2003 students

3.4.4.2. Students who sometimes give a chance for urgency and importance tasks

Gender

- 62 (65%) of male students
- 52 (49%) of female students

Age

- 47 (56%) of below 20 years old students
- 26 (53%) 21-22 years old students
- 29 (73%) of above 23 years old students

Year of registration

- 41 (60%) of 2001 students
- 35 (51%) of 2002 students
- 38 (56%) of 2003 students

3.4.4.3. Students who rarely give a chance for urgency and importance tasks

Gender

- 8 (8%) of male students
- 16 (15%) of female students

Age

- 6 (7%) of below 20 years old students
- 8 (16%) 21-22 years old students
- 4 (10%) of above 23 years old students

Year of registration

- 11 (16%) of 2001 students
- 5 (7%) of 2002 students
- 8 (12%) of 2003 students

3.4.4.4. Students who do not give a chance for urgency and importance tasks

Gender

- 3 (3%) of male students
- 6 (7%) of female students

Age

- 4 (5%) of below 20 years old students
- 1 (2%) 21-22 years old students
- 2 (4%) of above 23 years old students

Year of registration

- 4 (6%) of 2001 students
- 2 (4%) of 2002 students
- 3 (6%) of 2003 students

From the above table, 96 (100%) of male and 106 (98%) of female are replied the questions. As the age of students, 84 (98%) of below 20 age, 49 (94%) of between 21 and 22 age, and 40 (100%) of above 23 age students answers the questions and finally regarding with the year of registration, 68 (100%) of 2001 students, 68 (100%) of 2002 students as well as 66 (97) of the fresh students are replied these questions.

This questions shows that how to follow the students objective and stick to their study in the university college; once the days activities are fixed then it must go with the plan and there should not be unnecessary activities during the time. The students are weak in terms of task selection regarding with its important and urgency. On the above table, almost 30% of the students said that they have unnecessary socialization in their day to day activities. There is a key task area which the students are supposed to do on their presence of the college but it is only number of students (4%) are controlling unnecessary socialization and stick to their plan. This means that students got a number of time consuming activities more than what should they have to do studying and reading. More over there are 70% of the students are weak or failed to identify the importance of their action regarding with the urgency of tasks selection.

3.5. Logging time use

Time log is used to allocate what kind of key tasks can be done through the specific time. These key tasks includes how much it told so that after the task is finished the individual can examine matches he/she finished the task as per the specifications. In short every students the registration sleep can be a specified given tasks during a given semester but the point here is that low many of the students write it specifies in the log.

3.5.1. Time log

Table 3.11. Urgency and importance

Duration	Frequency	percentage
In a weak	44	21
In a month	55	27
In a Semester	35	17
In a year	70	35
Total	204	100%

Source: Own Survey, 2011

This question separates the students who optionally used a time log on solving a number of problems and tasks during the period. She/he therefore writing of these activities for the purpose of simply remember tasks of what must be done. and according to the questions all 204(100%) students answer it. Among these students 44 (21%) writes their logs weekly. these students are using their diaries well because it is clear that writing a diaries is used to check what is done and what is not done and checking the status of these in a week is better than checking in a frequency of more than a week, and 55 which are 27% of them are used to write their log in a month. and also 35 students that is (17%) are used to write their log in a semester and the rest 70 (35%) are writes a log within an interval of a year. Writing a log is more like writing diaries. And at list diary must be written in a day or two days because it is helpful to examine the writer whether s/he is fulfill what must be completed on today's plan, coming to our data although most of the students used to write a given task in a white paper it is weak to have in a month, semester or a year. It is clear that only 20% of the students are exactly check them selves in every weak.

3.5.2. Electronic organizers

Table 3.12. Electronic organizer

	Male		Female		< 20		21-22		>23		2001		2002		2003	
	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%	fr.	%
Always	19	20	15	15	11	16	10	20	8	21	14	21	12	21	8	13
Sometimes	22	23	21	22	22	32	14	28	10	26	15	22	18	29	16	27
Rarely	23	24	17	1	13	19	12	24	9	24	19	28	9	14	12	20
Never	30	32	44	45	40	19	14	28	11	30	20	30	24	38	24	40
Total	94		97		68		50		38		68		63		60	

Source: Own Survey, 2011

3.5.2.1. Students who always used technology or their mobiles to facilitate and recorded activities.

Gender

- 19 (20%) of male students
- 15 (15%) of female students

Age

- 11 (16%) of below 20 years old students
- 10 (20%) 21-22 years old students
- 8 (21%) of above 23 years old students

Year of registration

- 14 (21%) of 2001 students
- 12 (21%) of 2002 students
- 8 (13%) of 2003 students

3.5.2.2. Students who sometimes used technology or their mobiles to facilitate and recorded activities.

Gender

- 22 (23%) of male students
- 21 (22%) of female students

Age

- 22 (32%) of below 20 years old students
- 14 (28%) 21-22 years old students
- 10 (26%) of above 23 years old students

Year of registration

- 15 (22%) of 2001 students
- 18 (29%) of 2002 students
- 16 (27%) of 2003 students

3.5.2.3. Students who rarely used technology or their mobiles to facilitate and recorded activities.

Gender

- 23 (24%) of male students
- 17 (17%) of female students

Age

- 13 (19%) of below 20 years old students
- 12 (24%) 21-22 years old students
- 9 (24%) of above 23 years old students

Year of registration

- 19 (28%) of 2001 students
- 9 (14%) of 2002 students
- 12 (20%) of 2003 students

3.5.2.4. Students who do not used any technology or their mobiles to facilitate and recorded activities.

Gender

- 30 (32%) of male students
- 44 (45%) of female students

Age

- 40 (59%) of below 20 years old students
- 14 (28%) 21-22 years old students
- 11 (30%) of above 23 years old students

Year of registration

- 20 (30%) of 2001 students
- 24 (38%) of 2002 students
- 24 (40%) of 2003 students

These question is answered by 94 (98%) of male and 97 (90%) of female respondents and regarding with their ages 68 (79%) of below 20, 50 (96%) of age between 21 and 22, 38 (95%) of above 23 age students fills the answer and finally with regarding the registration year 68 (100%) of 2001, 63 (93%) of 2002 and 60 (88%) are answers the questions.

Technology is a mode which simplifies the life style of the individuals. Today most of the students used technology on their day to day life. The simplest example of this technology is a mobile. Mobile is one of a machine that have a number of functionalities, for example calendar, reminder, note writes and to do lists. These are a function that user simply get an advantage of more than what she/he used for. According to the availability of the mobile technology students had to use it but in a contrary the students who used these technologies frequently are not more than 18% along with these shows progress with respect to the age education status raise. More over the male students shows a better of using the technology than the female students by five percent.

3.6. Individual behavior

It is one of the tools that determine the acts of students are well standard planned. It is used to see how students handle their actions and problem solving, the question also entertains the idea that how students handle interruptions while they must act according to the plan and in addition to this there may be stress in exam and tense time; specially many students called this situations “tension” will be see through it. Beside to these two questions procrastination, what the entrepreneurs called “the opportunity assassin” will be entertain through the next three questions.

3.6.1. Procrastinations

Table 3.13. Procrastinations

	Male		Female		< 20		21-22		>23		2001		2002		2003	
	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%
Always	20	21	15	14	15	17	11	21	4	10	11	16	7	10	5	7
Someti mes	48	50	63	58	51	59	26	50	19	49	32	4	38	56	36	53
Rarely	20	21	13	12	13	15	7	13	9	23	11	16	9	13	13	78
Never	8	8	17	16	7	8	8	16	7	18	14	20	4	16	14	21
Total	96		108		86		52		39		68		68		68	

Source: Own Survey, 2011

3.6.1.1. Students who always use opportunity

Gender

- 20 (21%) of male students
- 15 (14%) of female students

Age

- 15 (17%) of below 20 years old students
- 11 (21%) 21-22 years old students
- 4 (10%) of above 23 years old students

Year of registration

- 11 (16%) of 2001 students
- 7 (10%) of 2002 students
- 5 (7%) of 2003 students

3.6.1.2. Students who sometimes use opportunity

Gender

- 48 (50%) of male students
- 63 (58%) of female students

Age

- 51 (59%) of below 20 years old students
- 26 (50%) 21-22 years old students
- 19 (49%) of above 23 years old students

Year of registration

- 32 (41%) of 2001 students
- 38 (56%) of 2002 students
- 36 (53%) of 2003 students

3.6.1.3. Students who rarely use opportunity

Gender

- 20 (21%) of male students
- 13 (12%) of female students

Age

- 13 (15%) of below 20 years old students
- 7 (13%) 21-22 years old students
- 9 (23%) of above 23 years old students

Year of registration

- 11 (16%) of 2001 students
- 9 (13%) of 2002 students
- 13 (78%) of 2003 students

3.6.1.4. Students who do not use opportunity

Gender

- 8 (8%) of male students
- 17 (16%) of female students

Age

- 7 (8%) of below 20 years old students
- 8 (16%) 21-22 years old students
- 7 (18%) of above 23 years old students

Year of registration

- 14 (20%) of 2001 students
- 4 (6%) of 2002 students
- 14 (21%) of 2003 students

This question is answered by all students according to their age, gender and registration year. It is 100% answered. Coming to the age difference all students who specifies their age answered it. There are a number of opportunities happen for the development of students some of students mentally or economically, there are student's uses these opportunities to become a better students and some of the other become neglect on such opportunities. Most of the student in university college shows potential degradation when they became higher on their educational status. The potential and effort of the students is not the same through out these three years. Students who used what ever the environment creates as an opportunity are increased when the education level of the students became rise. These is illustration as the following, an opportunity could be when students are decided to do assignment together or study in group, but students who pass these kind of opportunity can be an procrastinator and it has a direct relation with the performance on him.

3.6.2. Handling interpretation

Table 3.12. Handling interruptions

	Male		Female		< 20		21-22		>23		2001		2002		2003	
	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%
Always	20	21	11	10	7	9	8	15	11	30	10	15	17	25	4	6
Someti mes	49	51	49	46	41	50	23	44	18	47	33	49	36	53	28	43
Rarely	21	22	24	23	22	27	13	25	7	18	16	24	10	18	19	29
Never	6	6	22	21	12	14	8	15	2	5	9	13	5	7	14	21
Total	96		106		82		52		38		68		68		65	

Source: Own Survey, 2011

3.6.2.1. Students who always handle interruptions.

Gender

- 20 (21%) of male students
- 11 (10%) of female students

Age

- 7 (9%) of below 20 years old students
- 8 (15%) 21-22 years old students
- 11 (30%) of above 23 years old students

Year of registration

- 10 (15%) of 2001 students
- 17 (25%) of 2002 students
- 4 (6%) of 2003 students

3.6.2.2. Students who sometimes handle interruptions.

Gender

- 49 (51%) of male students
- 49 (46%) of female students

Age

- 41 (50%) of below 20 years old students
- 23 (44%) 21-22 years old students
- 18 (47%) of above 23 years old students

Year of registration

- 33 (49%) of 2001 students
- 36 (53%) of 2002 students
- 28 (43%) of 2003 students

3.6.2.3 Students who rarely handle interruptions.

Gender

- 21 (22%) of male students
- 24 (23%) of female students

Age

- 22 (27%) of below 20 years old students
- 13 (25%) 21-22 years old students
- 7 (18%) of above 23 years old students

Year of registration

- 16 (24%) of 2001 students
- 10 (15%) of 2002 students
- 17 (29%) of 2003 students

3.6.2.4 Students who incapable of handling interruptions.

Gender

- 6 (6%) of male students
- 22 (21%) of female students

Age

- 12 (14%) of below 20 years old students
- 8 (15%) 21-22 years old students
- 2 (5%) of above 23 years old students

Year of registration

- 9 (13%) of 2001 students
- 5 (7%) of 2002 students
- 14 (21%) of 2003 students

For this question all male students answer the questions only two founds left the question. According to their age 82 (95%) of blow 20 age students, 52 (100%) of age 21 and 22, 38 (95%) of above 23 age students answer this questions. Coming to their batch year only the fresh students 65 (95%) students answer the question in addition to that all (100%) of the rest batch are answered.

In everyone's life there are situation that comes suddenly and interrupt from what that person should do. According to the urgency and importance of that interruption it is better to be aware about it. Because when students join the college a number of interests and kind of fiends come to interrupt the student from his/her plan and if a student plan to finish one chapter at the end of the

day and suddenly his/her friends comes and invite him/her to see a movie this kind of interruption must be predetermined and must have a solutions/answers before it happens. According to the students response only 15% are capable of control the interruptions. What ever the students set their objective or plan if there is a third person who comes in between with the students and the plan of the student then there is no doubt that this students become a faller. Interruption handling of the students has a direct and positive relation with the age of the students. Whenever the age of these students become more matured their control of interruption handling is encouraged.

3.6.3. Stress handling

Table 3.13. Stress handling

	Male				Female				< 20			21-22			>23			2001		2002		2003	
	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%	fr	%	
Always	13	14	19	18	16	19	8	16	5	13	13	19	15	23	22	33							
Sometimes	53	55	39	36	39	45	13	25	21	54	25	37	30	45	24	36							
Rarely	15	16	18	17	13	15	15	29	5	13	15	22	8	12	8	12							
Never	15	16	31	29	18	21	15	29	8	20	15	22	13	20	13	19							
Total	96		107		86		51		39		68		66		67								

Source: Own Survey, 2011

3.6.3.1. Students who always capable to handle stress in tense situations

Gender

- 13 (14%) of male students
- 19 (18%) of female students

Age

- 16 (19%) of below 20 years old students
- 8 (16%) 21-22 years old students
- 5 (13%) of above 23 years old students

Year of registration

- 13 (19%) of 2001 students
- 15 (23%) of 2002 students
- 22 (23%) of 2003 students

3.6.3.2. Students who sometimes capable to handle stress in tense situations

Gender

- 53 (55%) of male students
- 39 (36%) of female students

Age

- 39 (45%) of below 20 years old students
- 13 (25%) 21-22 years old students
- 21 (54%) of above 23 years old students

Year of registration

- 25 (37%) of 2001 students
- 30 (45%) of 2002 students
- 24 (36%) of 2003 students

3.6.3.3. Students who rarely capable to handle stress in tense situations

Gender

- 15 (16%) of male students
- 18 (17%) of female students

Age

- 13 (15%) of below 20 years old students
- 15 (29%) 21-22 years old students
- 5 (13%) of above 23 years old students

Year of registration

- 15 (22%) of 2001 students
- 8 (12%) of 2002 students
- 8 (12%) of 2003 students

3.6.3.4. Students who is incapable to handle stress in tense situations

Gender

- 15 (16%) of male students
- 31 (29%) of female students
- 18 (21%) of below 20 years old students
- 15 (29%) 21-22 years old students
- 8 (20%) of above 23 years old students

Year of registration

- 15 (22%) of 2001 students
- 13 (20%) of 2002 students
- 13 (29%) of 2003 students

From these table we clearly see that all male (100%) and also 107 (99%) of females students answer the question coming to their age difference, 86 (100%) of below 20, 51 (99%) of age between 21 and 22, 39 (99%) of above 23 age year students response these question and 66 (97%) of students, and 67 (97%) of fresh students are replied questions.

Stress is happen because there is a mountain of tasks presented in same time. When the capacity of the students become lower than the existing activities like assignments, exam, project and paper works then these students get frustrated and incapable of handling all these activities for that matter students get tensioned for the consequence and become lower active while they must act fast and quick. coming to the data only 46(23%) of the students are capable of handling the stress it means that the rest 77% are incapable of dealing with the tension because these students are not finishing each and every tasks with the regard of the time they just wait the dead line in that time there will be a lot of tasks to be done and so for that matter stress will come and activities will be out of control.

3.7 Time allocation

Table 3.14. Time allocation of the students

Activity	0:00-1	1:01-2	2:01-3	3:01-4	4:01-6	6:00-8	>8 hr	Total
sleeping	0	0	0	0	10	30	53	93
eating	51	30	8	4	0	0	0	93
class	2	4	1	28	38	17	3	93
Chatting with friends	46	33	14	18	1	2	0	93
reading	33	27	12	10	9	2	0	93
Chatting with families	30	30	18	4	4	0	7	93
work	55	16	6	9	3	4	0	93
Other activities	68	14	7	2	2	0	0	93

Source: Own Survey, 2011

In general every individual got his/her own enough problem to be busy, for that matter people are unrest; in addition to that there are some common and regular activities among these students specially engaged with. Some of these activities are sleeping, eating, attending class, reading and others but among these common activities, there are some activities which are not be considered as time consumer like eating and sleeping. Coming to the response 93(46%) of the students shows their willing to allocate their time and as per their allocation the tables is putted as the following.

The students time supposed to be taken by reading and attending the class but in the contrary what take the students time was sleeping and chatting. This may be seems nothing but investing time for the activity that have nothing relation with being a good student is more disaster regarding this 64% of the students gives two hour and/or less hour for reading while 84% of them are invested to chat with their friends this shows that the habit of the students presents in the library is weaker than the idea of being with the friends. And these have major crises to the students on semester final. More than the average which 57% of the students invest their time for sleeping while these groups of the society is expected more on making a better accomplishment. Coming again how this accomplishment can be achieved if a student sleeps more than eight hours per a day.

CHAPTER FOUR

SUMMARY, RECOMMENDATION AND INTERPRETATION

4.1 Summary of finding

The following is presented by summarizing the main findings of previous chapter and later it forwards the recommendation based on the conclusion.

- The Students who participate in the research paper were regular Student and as per the gender of these students 96 of them are male and 108 are females.
- Concerning of the ages of the students it is categorized in three groups, students of below 20 were 86, 21 and 22 aged students were 175, and finally 23 and above 23 aged students are included 40 students.
- Coming to the batch of the students it is also categorized in first year, second year and third years students are equally participated by 68 students.
- On the first place Students couldn't understand why they come to school. Yet it's around half of students 111 (50%) are clearly understand their presence. But the rest of the students are here because of either their friends are here or they just made to come here by their parents. Age have a direct relation with the objective setting. it increase while the students become senior in the university college, as per the age of students setting objectives show some progress, 46% for below 20, 55% for 21 and 22, and 69% of above 23 age students sets their objective of their presence in university college. Among these students only 42 (21%) puts their objectives on paper.
- Besides to setting objective, planning system must be shaped for a better performance. Regarding to these issues there are only 43(21%) of the students plan for the future but the rest 79% don't used to have a plan at all or they just plan in a mean time with low repetition. Beside to having a planning system on the students life, it is to (35%) who follow the situation of the real world and update their plan. The rest 65% have no plans at all. it is only 9(4%) who are used to control unnecessary socialization. For those students who couldn't find a space as well as a gap to complete what they must do during the day to day activities, a good performance is unexpected. It is 59 (29%) finishes their day's tasks and/or activities the rest 71% are totally or partially fail to meet their day's task complete.

- There are students who used to write how they spent their time on their log or diaries but among these only 34 (18%) used their mobile as a technology to support their planning system besides to dialing and receiving calls.
- Laziness is the best character of the student it is only 25(12%) students who stand up and search to tries or get help for their best performance improvement. The rest 88% are included with the student who always or some times in a while of procrastinate.

4.2 Conclusions

- Every individual who live in this planet have an objective/reasons. Not a single person lost this objective unless his/her life become senseless to him or to the other people who lives around him, moreover how can a student expects to be well performed one while he/she have no direction to where it takes them to. It is only few students who have these objective and this is not enough to make a change on the students capacity of manipulating and use their time; in fact it is only a few of these students who parts their goals in to their diaries so that they don't forget what is their objective. For example attending class on time is every students tasks but it's clear that these is forgotten and see the students late for the class. These behaviors of the student become enormous on teenagers and in fact it shows a good progress when students become matured and seniors.
- In order to use time to the best level planning is a key concept. According to the students response it is unexpected to see these few students are only plan their next actions. Although it has no much difference between male and female students, male students used to plan more than female students. Similar to setting objective, planning system shows progress when student become adult. Protecting this plan from the interruption is also one part of planning system and with this regard, students become incapable of controlling unnecessary socialization on their life, due to that it is only a few students who finish what must be done during the day. it is below 30% who have a plan and stick to it even though there is interruption against the activity must be done in every day to days life of the students.
- it is below (17%) students who use an opportunity to make the right thing the rest of the study just wait the exam time to study and do their assignment.

4.3 Recommendations

For better and standard education the students role is mandatory, there is no result can be achieve on the quality of education unless the university college, teachers as well as students work together, but from the students side, to become a better and competitive students the following have to be followed and encouraged.

- The students who join the college don't have objectives because they don't know any. There for, from the beginning the university college should appreciate for why they come to school and seriously orient the students to identify and find a best answer why they come to University College and also in the future what they want to be or accomplish on their life.
- Students should be support with better understand of planning system and how to accomplish their plan well. On these the non-formal education method like talk shows, giving public lecture or else bring the idea to open dissuasion must be strength. For the students planning system like, how to tackle interruption and other ideas can be improve through this kind program. Especially female students and junior students should get more focuses on guiding them to act according with the plan.
- The university college is finest model of quality education, these is established by facilitate the school well and provide excellent services but building and other facilities can't be role models for students, for that the student's time management can be shaped through the teachers effort to follow and control the students on doing the assignment on time and to study the subject right after class session is done.

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Appendices

St Mary's University College

Faculty of Business

Department of Management (2003)

To begin with I would love to thank you in advance for your full cooperation on this research of time management practice of the student's; since the aim of the research paper is to solve our problem you are sincerely request to answer the questions honestly; in a return it will be a great help for exploring the solution.

1. Gender Male Female 2. Age _____.
3. Department _____.
4. Year of spent _____.
5. If you have been in other college/university, please state your reason of not been there.
finishing dismissal drop out
6. I know why I am here.
always sometime rarely not at all
7. I have no plan for today.
always sometimes rarely not at all
8. I keep update my plan.
always sometimes rarely not at all
9. I usually finished my assignment/work before the deadline
yes no
10. Unnecessary socializing takes up to mach of my time.
always sometimes rarely not at all
11. I finishing what needs to be done during the days.
always sometimes rarely not at all
12. I tackle difficulties without procrastination
always sometimes rarely not at all
13. I am late for class attendance.
always sometimes rarely not at all

14. It is easy for me to say “no” to other people.

always sometimes rarely not at all

15. I have a problem with stress handling especially in exam time.

always sometimes rarely not at all

16. I used my mobile calendar and “to do” list for my day-to-day activities

always sometimes rarely not at all

17. I put my desires and wishes in my diaries

always sometimes rarely not at all

18. I have a record time log of exactly how I spent my time in a

year semester month week

19. In a typical day, my 24 hours are mostly spent on the following.

<u>Activities</u>	<u>Hours</u>
<i>Sleeping (example)</i>	<i>8:00-10:00</i>
Sleeping	
Eating	
Class	
Chatting with friends	
Reading	
Chatting with families	
work	
Other activities	

TOTAL 24:00

STUDENTS DECLARATION

I hereby certify that the research entitled *Student time management practice: A case study in St Mar's University College* is my original work for the Bachelor of Art, and the entire or else parts of the manuscript has not been submitted to any other institution previously.

Name : Tewodros Alemu

Signature : _____

Date of Submission : _____

Place of Submission St. Mary's University College Department of Management

ADVISOR DECLARATION

This paper has been submitted for approval as the University College Advisor.

Name: Ato Wondafrash Mullat

Signature _____

Date _____