

Student's Perceptions of the Effectiveness on Time Management Skills in Assisting their Online Distance Learning

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ABSTRACT

During the COVID-19 pandemic, many people all over the globe suffered from disorientation. The main identified cause is a sudden adaptation to remote working and learning, due to the abrupt closure of working and educational institutions. This includes the students at higher learning institutes who had to continue their studies through online distance learning (ODL) for almost two whole years., Time management skills are vital for students, and it becomes very crucial, especially in the critical time of the pandemic, to ensure the continuity of their learning process. The aim of this research is to study the relationship between time management skills with the level of productivity and motivation during open and distance learning (ODL). A quantitative approach was used as the mode of research. The students from the Faculty of Education were taken as sample respondents. The collected data were analyzed through SPSS Statistics software using descriptive analysis, chi-square, and simple linear regression. The results found a significant influence and relationship between time management skills and the students' productivity and motivation levels. Overall, this research was able to answer some questions regarding the student's time management skills during their ODL and how it affected their whole performances.

Keywords: *motivation level, online distance learning, productivity level, quantitative approach, time management*

INTRODUCTION

Time management skills always tend to be overlooked as most people often consider it as something that can be learned naturally while performing any tasks throughout their life. For example, students will develop this skill while coping with their school or college life, dealing with their homework,

activities, etc. Time management skills play a vital role in a person's life, as they will have a big impact on his/her daily performance. A study showed that time management practices may influence the achievement of students in their academics (Britton & Tesser, 1991). A study by the Egyptian Journal of Hospital Medicine found that due to many factors such as faculty, gender, and curriculum requirements, each student will have different ways of managing their time (Alsaalem et al., 2017). Yet, regardless of these factors, it doesn't change the fact that those with good time management will have better performance.

The situations, however, are different with the current emergence of COVID-19. Many students are now pursuing their studies independently through online classes. The assignments, tests, and exams are now different from what they have experienced before. The pandemic forced a sudden shift to online learning, which requires a fast adaptation from the students so that they could continue their studies, without any hesitations. The effectiveness of time management skills, such as the Pomodoro Technique, has been proven by many. This simple tool helps to calculate the required time a student should spend on each work/activity, hence helping students to delegate their work efficiently (Almalki et al., 2020). Students who have good time management may adapt and perform positively to ODL. Alyami (2021) studied the impact of time management skills on academic performance during ODL and found that academic achievements were directly proportional to time management skills.

Teodorescu (2022) discovered a relationship between students' motivation and the use of effective instructional practices during ODL in the context of emergency remote teaching. The abrupt transition from physical classrooms to a virtual environment is not easy for the students. Hisham (2021) ranked the environment of study as the most stressful factor during ODL, followed by time management. Students face many problems such as loss of motivation, which later affect their productivity and performance. Thus, this study was done to figure out how time management skills may affect the productivity and motivation level among students during their online distance learning (ODL).

METHODOLOGY

The relationship between time management with the level of productivity and motivation of students during online learning was examined in this study. The sample of 86 respondents was students from the Faculty of Education majoring in Mathematics from UiTM Puncak Alam. The data were collected using a quantitative sample survey method, employing the google forms platform. The online questionnaires were divided into four main parts: A, B, C, and D. Part A gathers demographic profiles of the students, such as gender, race, and their undergoing semester. Part B contains some questions about students' time management skills during ODL. Parts C and D discuss the relationship between time management skills with productivity and motivation levels. The students' opinions about their time management skills during ODL were evaluated using a five-point Likert scale. The scales were as follows: (1) "strongly disagree", (2) "Disagree", (3) "Neutral", (4) "agree", and (5) "Strongly agree".

Quantitative research is defined as research that uses numerical data to explain phenomena through mathematical methods. It is also a type of empirical research that determines if the phenomena of interest are explainable through numbers and analysis (Yilmaz, 2013). In this study, the data collected through a quantitative approach was used to answer the research questions, which are stated below:

1. Is there any significant differences; between male and female students in terms of efficiencies; in their time management skills?
2. Is there any relationship between time management skills and productivity level during ODL?
3. Is there any relationship between time management skills and motivation level during ODL?

RESULTS AND DISCUSSION

Descriptive Analysis

Table 1 shows the descriptive analysis of this study. Out of 186 respondents, more than half of the respondents were female (64.5%) and the rest were male (35.5%). Most of the respondents are Malay (98.9%) while others are Bumiputra (1.1%). The biggest group of respondents was from semester 8 (33.3%) and the lowest was from semester 2 (5.9%).

Table 1: Descriptive Analysis

Variable	Items	Frequency	Percent(%)
Gender	Female	120	64.5
	Male	66	35.5
Race	Bumiputra	2	1.1
	Malay	184	98.9
Semester	1	22	11.8
	2	11	5.9
	3	22	11.8
	4	14	7.5
	5	24	12.9
	6	16	8.6
	7	15	8.1
	8	62	33.3

Table 2 shows the answers of respondents on their efficiencies in managing time during ODL. Most of the respondents agreed that their time management skills were good, with 2.2% selecting ‘Very Effective’, and 78.5% of them opted for ‘Effective’. 5.4% answered ‘Moderately Effective’ and 14% of the respondents think that their time management was not effective or not effective at all.

Table 2: The effectiveness of time management during ODL

Was your time management during ODL effective?	Frequency	Percent(%)
Not Effective at all	2	1.1
Not Effective	24	12.9
Moderate Effective	10	5.4
Effective	146	78.5
Very Effective	4	2.2

Reliability Test

Cronbach's alpha is a widely used measure for determining a composite score's reliability or internal consistency. In other words, Cronbach's alpha measures how closely related a set of items are as a construct. Cronbach's alpha of more than 0.7 is considered good, 0.8 and above is considered better, and 0.9 and above is considered excellent (Sekaran & Bougie, 2013). Table 3 shows the value of Cronbach Alpha for time management skills is $\alpha=0.871$, productivity level is $\alpha=0.727$, and motivation level is $\alpha=0.809$. This indicates that the items measured for each construct are closely related and reliable.

Table 3: Reliability Analysis

Variable	Items	Cronbach's Alpha
Time Management Skills	7	0.871
Productivity Level	8	0.727
Motivation Level	11	0.809

Chi-Square Analysis

A Pearson's chi-square test is used to determine whether two categorical variables, which are gender and time management, are related to each other. Based on Table 4, there is no significant difference between male and female students in time management skills effectiveness. The value of chi-square shows that the female students' time management skills effectiveness is relatively the same as that of male students and it is not statistically significant ($X^2= 5.988$, $df= 4$, $N= 186$, $p>0.05$). The Phi and Cramer's value is equal to 0.179, showing that there is no significant difference between the number of male students with effective time management skills compared with female students.

Table 4: The difference between male and female students in time management skills effectiveness

Person Chi-Square	Value	Df	Asymp. Sig (2-sided)
N of valid cases	5.988	4	0.200
	186		
Nominal by Nominal	Value		Aprox. Sig
	Phi	0.179	0.200
	Cramer' V	0.179	0.200

Time management skills are essential for all students, in fact for all people, to be exact. Learning how to effectively manage one's time is an art that has far-reaching benefits for his/her development. Our finding was like the study carried out by Broadbent & Poon (2015) where we also found that gender was not a significant factor in determining a student's ability in time management during online learning. This proves that gender does not determine how a person can effectively manage their time well, but it all depends more on their attitudes.

Regression Analysis

Regression analysis is used to determine the relationship between two variables. Table 5 and 6 shows the regression analysis for students' productivity level. The results indicate there is a significant influence of time management skills as a predictor of the productivity level among students during ODL. Students' time management skills ($B= 0.819$, $p<0.05$) are the best predictor and are also statistically significant to influence the students' productivity level with $R^2= 0.671$.

Table 5: Regression Analysis for Students' Productivity Level – Coefficient

Model	Unstandardized Coefficients, B	Standard Coefficients, Beta	t	Sig
Constant	3.505		2.824	0.005
Time management (independent variable)	0.436	0.819	19.364	0.000

Table 6: Regression Analysis for Student's Productivity Level- Model Summary

Model	R	R square	Adjusted R square	Std. error the estimate
1	0.819 ^a	0.671	0.669	1.75569

Table 7 and 8 shows the regression analysis for students' motivation levels. The results indicate there is a significant influence of time management skills as a predictor of the motivation level among students during ODL. Students' time management skills ($B= 0.758$, $p<0.05$) are the best predictor and are also statistically significant to influence the students' productivity level with $R^2= 0.574$.

Table 7: Regression Analysis for Students' Motivation Level – Coefficients

Model	Unstandardized Coefficients, B	Standard Coefficients, Beta	t	Sig
Constant	4.872		4.035	0.000
Time management (independent variable)	0.345	0.758	15.744	0.000

Table 8: Regression Analysis for Student's Motivation Level- Model Summary

Model	R	R square	Adjusted R square	Std. error the estimate
1	0.758 ^a	0.574	0.572	1.70807

Time management skills do influence the student's motivation level substantially. Students who are driven by intrinsic motivation engage well with the task at hand. To instill that motivation, a variable such as time management skills is needed as it is positively interrelated (Rodríguez et al., 2019). Time management is a skill that requires a person to practice and honed so that it could contribute to better productivity and motivation, which are measures of how much work can be done in a time.

A study shows that distance learning students were able to achieve high academic despite the distance with good and efficient time management skills since there is no formal structure and atmosphere surrounding them (Ahmad, 2019). Having good academic achievements goes together with good productivity and motivation. The study found that time management significantly influences the level of productivity and motivation. Time management also encourages enhancement in the aspect of students' productivity and motivation levels (Brunelle, 2017).

CONCLUSION

In this new environment, students nowadays must learn how to quickly adapt to their surroundings so that it would not hinder their studies. Time management is one of the great skills that students must learn to have a better grasp of it and in return, they will be able to manage their studies professionally. Productivity and motivation are some of the aspects of life that keep humans moving forward thus to make sure that these aspects do not extinguish, students must learn how to manage their well-being and time properly. In a nutshell, this study concludes that there is a significant relationship between time management and the level of productivity and motivation among students during ODL. 80.7% of the students use their time effectively during ODL. However, no relevant relationships between gender and time management during ODL were found. For future research, it is recommended to extend the study by not only considering the effect of time management on productivity and motivation but also academic performance.

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AUTHORS' CONTRIBUTION

Ahmad, N. and Khairil, N. H. wrote the conceptualization and produced the original draft. Hasanuddin, N. and Mamat. S. reviewed and edited the writing. Khairil, N. H. wrote the methodology section and visualization. Rosly, N. S. proofread and made changes to the writing drafts. All authors provided critical feedback and contributed to shaping the whole research, analysis, and manuscript.

CONFLICT OF INTEREST DECLARATION

I/We certify that the article is the Authors' and Co-Authors' original work. The article has not received prior publication and is not under consideration for publication elsewhere. This research/manuscript has not been submitted for publication nor has it been published in whole or in part elsewhere. We testify to the fact that all Authors have contributed significantly to the work, validity, and legitimacy of the data and its interpretation for submission to Jurnal Intelek.

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