INVESTIGATING THE CORRELATION BETWEEN TIME MANAGEMENT AND ACCOMPLISHING THE HIGHEST HONOR OF ACADEMIC ACHIEVEMENT IN PMPBI UNJ STUDENTS

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Abstract

Time management is essential, and it may affect an individual's overall performance and achievements. Research has shown that all the time management behaviors are positively related to academic achievement. This study aims to measure the level of time management possessed by PMPBI UNJ the year of 2019 students and find out the correlation between the level of time management and the success of achieving a Summa Cum Laude honorary degree. The primary data collection for this study is through an online questionnaire survey. The data were analyzed using descriptive statistics, and the presentations were made in tables and figures to some extent. The result shows that 55% of the participants possess a moderate level time management score, while 45% of the participants possess high-level time management scores. No participants had a low-level time management score. Furthermore, the result also revealed that the level of time management (High or Moderate Level) correlates with the success of achieving a Summa Cum Laude honorary degree for students of the PMPBI UNJ class of 2019. Lastly, the results also show that Short-Range planning, and Time Attitudes, each variable correlates with the success of achieving a Summa Cum Laude honorary degree. However, the results show that Long-Range planning does not correlate with the success of achieving a Summa Cum Laude honorary degree.

Keywords: *students' achievement, Summa Cum Laude, time management level*

Introduction

Time is a limited resource. Like other limited resources, time may be managed more or less effectively (Razali et al., 2018). The distinctions between people in time management practices influence how much people succeed during their university studies. Time management practices have also become the focus of an extensive theoretical framework and are known as one of the more traditional subjects in learning and study strategies (García-Ros et al., 2004).

In the 1950s and 1960s, the concept of "time management" became recognized as a tool to enable employees to allow efficient use of limited time (Razali et al., 2018). Time management is the practice of planning, organizing, arranging, and budgeting one's time to produce more job value, competitiveness, and quality of life (Khanam et al., 2017). It is a collection of values, processes, abilities, resources, and structures that function together to help people gain more use out of time since time cannot be preserved and its supply cannot be increased or reduced from twenty-four hours a day.

According to Laurie A and Hellsten M (2002), as cited in Razali et al. (2018), there are essentially three surfaces of time-management practices: short-range planning, long-range planning, and time attitudes. A short-range planning tends to include several issues that involve short-term preparation, often within a day or within a week. Time attitudes are more attitudinal of nature. Long-range planning capability is to perform day-to-day work over a more extended period while maintaining track

of information deadlines and establishing deadlines by avoiding procrastination. Each of these time management behaviors tends to have a clear and straightforward definition for successful performance (Rezali et al., 2018).

Like many other postgraduate students, the students of PMPBI UNJ are tasked to juggle the work-life balance between student assignments and professional's workload. Academic pressure and depression arise as students experience the burden of academic and professional responsibility, cramping for tests, running through assignments, and having insufficient sleep owing to time issues. Consequently, having time to accomplish all at once is difficult and frustrating, and this is when strong time management skills come into work. A proficient time management technique means that students are well trained, coordinated, and centered on handling their everyday lives, performing homework on time, and achieving academic achievement (Cyril, 2015).

Many researchers have found that time management plays a vital role in improving student academic achievement and performance. Studies from Khanam et al. (2017), Cyril (2015), Nasrullah (2015), Z.Miqdadi et al. (2014), (Abdul et al., n.d.), (Adams & Blair, 2019) indicate that time management impacts the overall success and accomplishments of individuals. Therefore, each student should have the capacity to handle time, which involves establishing goals and priorities, utilizing the time management mechanism, and organizing time (Nasrullah, 2015).

Student academic achievement is generally reflected by the Grade Point Average of pupils (GPA). GPA is used to determine when students meet the university's requirements and goals. GPA is determined by combining all the numbered grades earned and dividing the grades by the number of credits obtained. GPA scores range from 1.0 to 4.0. GPA scores may increase or decrease throughout the study period. GPA may differ depending on how often students improve their overall grades (www.vocabulary.com, n.d., www.mastersportalcom, 2020).

Regarding the overall GPA, there are honorary degrees awarded to undergraduate and postgraduate students who achieve different academic achievements. The three highest honorary degrees are including Cum Laude, Magna Cum Laude, and Summa Cum Laude. However, having a Summa Cum Laude title is the most honorable and praised achievement that indicates the students' GPA score is ranging between 3.8 and 4.0 (www.ican-education.com, n.d.).

Although many previous studies try to connect the relationship between students' performance and time management, this research will investigate the level of PMPBI UNJ students' time management and find out the correlation between the level of PMPBI UNJ students' time management and the success of achieving Summa Cum Laude honorary degree. This research will also investigate the correlation between the short-range, time attitude, and long-range of PMPBI UNJ students' time management and the success of achieving a Summa Cum Laude honorary degree.

Method

The research design in this study is descriptive quantitative. In this research, the researcher wants to find out and describe the level of time management possessed by PMPBI UNJ students, find out the correlation between the level of time management of PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree, the correlation between the short-range planning of PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree, the correlation between the time attitude of time management of PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree, and the correlation between the long-range planning of PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree.

The population taken in this research is PMPBI UNJ students of the 2019 class. The sample taken is 90% of the population, which are including twenty active students. The data are the questionnaire about students' time management. The questionnaire was adapted from Britton & Tesser (1991). The total questions are 18 questions, which are divided into three categories: short-range planning, time attitudes, and long-range planning. The answers are based on the students' habits and beliefs about their time management, ranging from always, often, sometimes, rarely, and never. The data is transferred into scores or numbers to be analyzed statistically.

The instrument used in this research is aimed to measure the students' time management. The questionnaire is carried out

with a digital form and distributed digitally through a messaging application.

Table 1: Scoring System of Time Management:

Positive Statements: questions number 1, 2, 3, 4, 5, 6, 7, 9, 12, 13, 14, 15, 17, 18	Score	Negative Statements: questions number 8, 10, 11, 16	Score
Always	5	Always	1
Often	4	Often	2
Sometimes	3	Sometimes	3
Rarely	2	Rarely	4
Never	1	Never	5

Table 2: Scoring System of the Level of Time Management

Time Management Levels	Time Management Levels Score
High score	above 58
Moderate score	46 - 58
Low score	below 46

Time Management Levels Score of the Participants are analyzed by adding up all the Time Management Level Scores, divided by the total number of participants. The high score level is ranging between 58 and above of the total score. The moderate score level is ranging between 46 – 58 of the total score. The low score level is ranging between 46 and below. The correlation between the level of time management of PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree,

the correlation between the short-range of time management of PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree, the correlation between the time attitude of time management of PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree, and the correlation between the long-range of time management of PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree are analyzed with conducting the linear regression using SPSS

Discussion

Table 3 shows that 55% of the participants possess a moderate level time management score, while 45% possess high-level time management scores. No participants have a low-level time management score.

Table 3: Time Management Levels Score of the Participants

Time Management levels Score	Number of participants	Percentage of Management score
High score (above 58)	9	45%
Moderate score (46 - 58)	11	55%
Low score (below 46)	0	0

Table 4: The Total Answers of Participants

Factor Names	Item Questions	Always		Often		Sometimes		Rarely		Never	
		Total	Percentage	Total	Percentage	Total	Percentage	Total	Percentage	Total	Percentage
Short Time planning	1. Do you make a list of the things you have to do	6	30%	6	30%	3	15%	2	10%	3	15%
	2. Do you plan your day before you start it?	5	25%	5	25%	7	35%	3	15%	0	0%
	3. Do you make a schedule of the activities you have	6	30%	5	25%	8	40%	1	5%	0	0%
	4. Do you write a set of goals for yourself for each	4	20%	5	25%	6	30%	3	15%	2	10%
	5. Do you spend time each day planning?	2	10%	6	30%	12	60%	0	0%	0	0%
	6. Do you have a clear idea of what you want to	3	15%	7	35%	10	50%	0	0%	0	0%
	7. Do you set and honor priorities?	7	35%	8	40%	5	25%	0	0%	0	0%
Time Attitudes	8 Do you often find yourself doing things which	1	5%	4	20%	10	50%	4	20%	1	5%
	9 Do you feel you are in charge of your own time, by	4	20%	5	25%	9	45%	2	10%	0	0%
	10. On an average class day do you spend more time	0	0%	2	10%	11	55%	6	30%	1	5%
	11. Do you believe that there is room for	10	50%	3	15%	7	35%	0	0%	0	0%
	12. Do you make constructive use of your time?	6	30%	5	25%	8	40%	1	5%	0	0%
	13. Do you continue unprofitable routines or	0	0%	5	25%	10	50%	4	20%	1	5%
Long-Range Planning	14. Do you usually keep you desk clear of everything	3	15%	3	15%	12	60%	2	10%	0	0%
	15. Do you have a set of goals for the entire	4	20%	8	40%	5	25%	3	15%	0	0%
	16. The night before a major assignment is due, are	3	15%	9	45%	7	35%	1	5%	0	0%
	17. When you have several things to do, do you think	3	15%	8	40%	4	20%	5	25%	0	0%
	18. Do you regularly review your class notes, even	1	5%	6	30%	10	50%	3	15%	0	0%

Table 4 shows the total answers to each question from participants. It shows from the questions (Q):

1. Q1: The majority of participants consider 'always' (30%) and 'often' (30%) for the answers.
2. Q2: The majority of participants consider 'sometimes' (35%) for the answers.
3. Q3: The majority of participants consider 'sometimes' (35%) for the answers.
4. Q4: The majority of participants consider 'sometimes' (40%) for the answers.
5. Q5: The majority of participants consider 'sometimes' (60%) for the answers.
6. Q6: The majority of participants consider 'sometimes' (50%) for the answers.
7. Q7: The majority of participants consider 'often' (40%) for the answers.
8. Q8: The majority of participants consider 'sometimes' (50%) for the answers.

9. Q9: The majority of participants consider 'sometimes' (45%) for the answers.
10. Q10: The majority of participants consider 'sometimes' (55%) for the answers.
11. Q11: The majority of participants consider 'always' (50%) for the answers.
12. Q12: The majority of participants consider 'sometimes' (40%) for the answers.
13. Q13: The majority of participants consider 'sometimes' (50%) for the answers.
14. Q14: The majority of participants consider 'sometimes' (60%) for the answers.
15. Q15: The majority of participants consider 'often' (40%) for the answers.
16. Q16: The majority of participants consider 'often' (45%) for the answers.
17. Q17: The majority of participants consider 'often' (40%) for the answers.
18. Q18: The majority of participants consider 'sometimes' (50%) for the answers.

Graphic 1: Normality Test Using Kolmogorov Smirnov Test

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The categories of Short Range occur with equal probabilities.	One-Sample Chi-Square Test	.921[1]	Retain the null hypothesis.
2	The distribution of Summa Cuml is normal with mean 3.60 and standard deviation 0.232.	One-Sample Kolmogorov-Smirnov Test	.127[1]	Retain the null hypothesis.
3	The distribution of Time Attitude is normal with mean 18.95 and standard deviation 2.544.	One-Sample Kolmogorov-Smirnov Test	.200[1,2]	Retain the null hypothesis.
4	The distribution of Long Range is normal with mean 15.95 and standard deviation 2.502.	One-Sample Kolmogorov-Smirnov Test	.052[1]	Retain the null hypothesis.
5	The distribution of Unstandardized Residual is normal with mean 0.00000 and standard deviation 0.204.	One-Sample Kolmogorov-Smirnov Test	.200[1,2]	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.
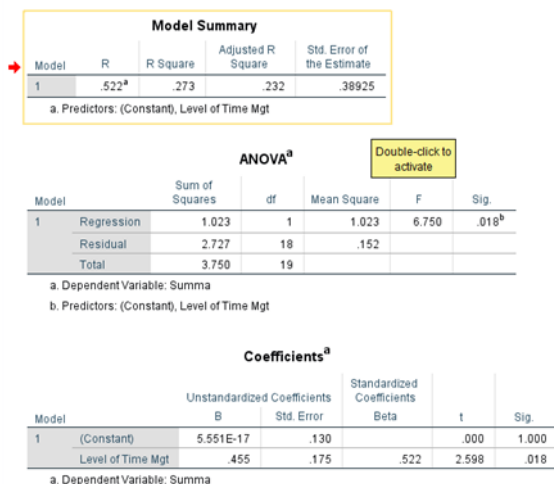
[1]Lilliefors Corrected

[2]This is a lower bound of the true significance.

As seen from Graphic. 1, it shows that the data are distributed normally using Kolmogorov Smirnov Test, and can further proceed, to analyze the correlation between the variables. The significant level of Summa Cum Laude Var is 0.127 (Sig > 0.05). It means the data is distributed normally. The significant level of the Short-Range variable is 0.921 (Sig > 0.05). It means the data is distributed normally. The significant level of the Time Attitude variable is 0.20 (Sig > 0.05). It means the data is distributed normally. The significant level of the Long-Range variable is 0.52 (Sig > 0.05). It means all data are distributed normally.

Furthermore, as seen from Graphic. 2, the significant level of time management level (high and moderate level) is 0.018 (Sig

0.018 < 0.05). It means there is a significant correlation between the level of time management (independent variable) and a Summa Cumlaude (dependent variable). Therefore, the level of time management (High or Moderate Level) correlates with the success of achieving a Summa Cum Laude honorary degree.

Graphic 2: The Correlation between The Level of Time Management (Independent Var) and Summa Cum Laude (Dependent Var)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.522ᵃ	.273	.232	.38925

a. Predictors: (Constant), Level of Time Mgt

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.023	1	1.023	6.750	.018ᵇ
	Residual	2.727	18	.152		
	Total	3.750	19			

a. Dependent Variable: Summa
b. Predictors: (Constant), Level of Time Mgt

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.551E-17	.130		.000	1.000
	Level of Time Mgt	.455	.175	.522	2.598	.018

a. Dependent Variable: Summa

As seen from Graphic. 3, the significant level of Short-Range variable is 0.001 (Sig 0.001 < 0.05). It means there is a significant correlation between Short-Range (independent variable) and a Summa Cumlaude (dependent variable). Therefore, Short-Range planning correlates with the success of achieving a Summa Cum Laude honorary degree.

Graphic 3: The Correlation between Short-Range (Independent Var) and Summa Cum Laude (Dependent Var)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.704[a]	.495	.467	.32426

a. Predictors: (Constant), Short Range

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.857	1	1.857	17.666	.001[b]
	Residual	1.893	18	.105		
	Total	3.750	19			

a. Dependent Variable: Summa Cuml
b. Predictors: (Constant), Short Range

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.242	.362		-3.428	.003
	Short Range	.059	.014	.704	4.203	.001

a. Dependent Variable: Summa Cuml

As seen from Graphic. 4, the significant level of the Time Attitude variable is 0.033 (Sig 0.033 < 0.05). It means there is a significant correlation between Time Attitude (independent variable) and a Summa Cumlaude (dependent variable). Therefore, Time Attitude correlates with the success of achieving a Summa Cum Laude honorary degree.

Graphic 4: The Correlation between Time Attitudes (Independent Var) and Summa Cum Laude (Dependent Var)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.477[a]	.228	.185	.40107

a. Predictors: (Constant), Time Attitude

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.855	1	.855	5.312	.033[b]
	Residual	2.895	18	.161		
	Total	3.750	19			

a. Dependent Variable: Summa Cuml
b. Predictors: (Constant), Time Attitude

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.330	.691		-1.924	.070
	Time Attitude	.083	.036	.477	2.305	.033

a. Dependent Variable: Summa Cuml

As seen from Graphic 5, the significant level of the Long-Range Planning variable is 0.053 (Sig 0.053 > 0.05). It means there is no significant correlation between Long-Range Planning (independent variable) and a Summa Cumlaude (dependent variable). Therefore, Long-Range Planning does not correlate with the success of achieving a Summa Cum Laude honorary degree.

Graphic 5: The Correlation between Long-Range (Independent Var) and Summa Cum Laude (Dependent Var)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.438[a]	.192	.147	.41033

a. Predictors: (Constant), Long Range

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.719	1	.719	4.272	.053[b]
	Residual	3.031	18	.168		
	Total	3.750	19			

a. Dependent Variable: Summa Cuml
b. Predictors: (Constant), Long Range

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.990	.607		-1.631	.120
	Long Range	.078	.038	.438	2.067	.053

a. Dependent Variable: Summa Cuml

Conclusions

As mentioned in the previous chapter, this research aims to find out and describe the level of time management of PMPBI UNJ students to find out the correlation between the level of time management of PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree. This research also tries to find out the correlation between the short-range of time management of PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree, to find out the correlation between the time attitude of time management of PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree, and to find out the correlation between

the long-range of time management of PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree. All in all, the purposes of this research have been achieved.

The result shows that 55% of the participants possess a moderate level time management score, while 45% of the participants possess high-level time management scores. No participants have a low-level time management score. Furthermore, the result also reveals that the level of time management (High or Moderate Level) correlates with the success of achieving a Summa Cum Laude honorary degree for students of the PMPBI UNJ class of 2019. Lastly, the results also show that Short-Range planning, and Time Attitudes, each variable correlates with the success of achieving a Summa Cum Laude honorary degree. However, the results show that Long-Range planning does not correlate with the success of achieving a Summa Cum Laude honorary degree.

By investigating the level of time management possessed by PMPBI UNJ students the class of 2019 and finding out the correlation between the level of time management possessed by PMPBI UNJ students and the success of achieving a Summa Cum Laude honorary degree, this research establishes that time management positively impacts students' academic performance.

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