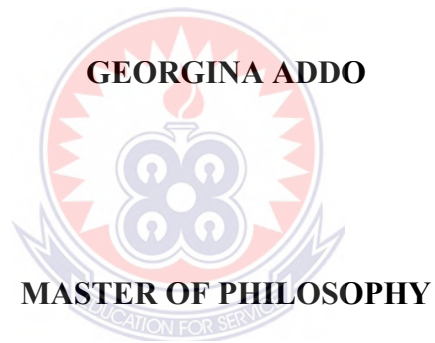


UNIVERSITY OF EDUCATION, WINNEBA

TIME MANAGEMENT PRACTICES AMONG SANDWICH STUDENTS



2022

UNIVERSITY OF EDUCATION, WINNEBA

TIME MANAGEMENT PRACTICES AMONG SANDWICH STUDENTS

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**A thesis in the Department of Family Life Management Education, Faculty of
Home Economics Education, submitted to the School of Graduate Studies
in partial fulfilment of the requirement**

**for the award of the degree of
Master of Philosophy
(Home Economics)
in the University of Education, Winneba**

JUNE, 2022

DECLARATION

STUDENT'S DECLARATION

I, Georgina Addo, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or in whole, for another degree elsewhere.

Signature.....

Date.....

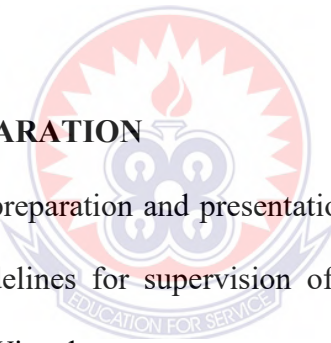
SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of the thesis as laid down by the University of Education, Winneba.

Supervisor: Dr. Theresah A. Amu

Signature:.....

Date:.....



DEDICATION

This thesis is dedicated to my mother, Ms. Hannah Obboh, my late father, Mr. George Wellington Addo, Mr. Nanabanyin Brown and my siblings.



ACKNOWLEDGEMENTS

A study of this magnitude could not have been carried out successfully without the help of others and I wish to acknowledge those who contributed immensely towards the completion of this study. I would like to thank my supervisors, Ms. Ophelia Quartey and Dr. Theresa A. Amu, for their contribution to the research, their careful review of the manuscript and the suggestions they made that have resulted in the quality required of such a work.

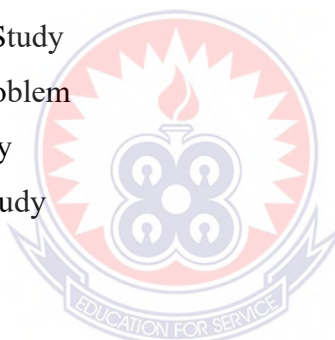
I am grateful to Prof. Adetoun Amubode, Mrs. Joana Antwi Donkor of blessed memory and Ms. Jaqueline Ogoe who are lecturers in the Faculty of Home Economics Education, Rev. Fr. George Anthony Tandoh, Ms. Dorcas Opoku and Mrs. Diana Oppong. Not forgetting Ms. El-freda Ogli, Ms. Hannah Ama Ansah, Mr. Prince Musah Saeed, Mr. Emmanuel Okyere Yeboah who proof read the manuscript and made meaningful contributions and suggestions that shaped the work.

I would like to take this opportunity to thank Mr. Mark Gyapong, Ms. Ellen Kwarteng, Ms. Dorcas Eyram Adomina and Ms. Anastasia Fosu who assisted me in the administering of questionnaires to the respondents. I am also thankful to Mr. John Baffoe and Mr. Emmanuel Antwi for teaching me how to use SPSS for data analysis.

I acknowledge my course mates for helping in the structuring of the instrument of the study and helping to review the instrument before it went out to the supervisors. Finally, I would like to thank Mr. Pancras Kwamena Tenteh and Mr. Emmanuel Owusu-Kwarteng for type setting the report.

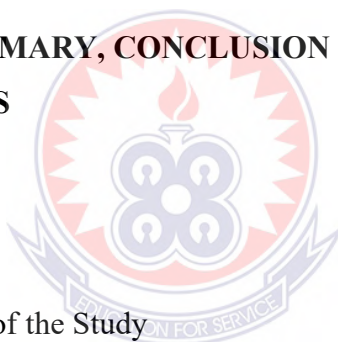
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LIST OF ACRONYMS

| | | |
|--------|---|--|
| BECE | - | Basic Education Certificate Examination |
| JHS | - | Junior High School |
| SHS | - | Senior High School |
| SPSS | - | Statistical Package for Service Solution |
| UEW | - | University of Education, Winneba |
| WASSCE | - | West African Senior Secondary School Certificate Examination |



ABSTRACT

This study was conducted to investigate time management practices among sandwich students of the University of Education, Winneba. Two theories, Pareto 80/20 rule theory and Theory of Assertiveness supported the study. Through a cross-sectional survey method, the study used a quantitative approach to look into this phenomenon. Simple random sampling technique (specifically lottery (yes/no) method) was used to sample three hundred and fifty-one (351) undergraduate sandwich students from the University of Education, Winneba. Data were collected through the use of questionnaire. Data collected for the study were analysed using SPSS version 22 under frequency tables, mean and standard deviation statistical tools. The study revealed that knowledge the respondents had about time influence their time management practices. Again, the study revealed that respondents faced challenges such as not being able to meet deadlines and stress. It also came out that the respondents adopted strategies such as scheduling tasks appropriately, setting priorities, taking break between tasks to manage their challenges. Results of the study indicated that sandwich students plan the time they spend on various activities on campus. The result proved the hypothesis that there is a significant relationship between students' knowledge about time and time management practices in the University of Education, Winneba. The study recommends time management as a general course for students or workshop on time management to be organized for students in order for them to effectively balance the amount of time set aside for both personal and academic interests since it will lead to the attainment of goals.



CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter is the introductory chapter of the study. The chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, research hypothesis, significance of the study, delimitation of the study, organisation of the study and definition of terms.

1.1 Background to the Study

Time is one of the important resources. It is a unique resource because it is the only resource that everyone has in equal amounts and a period within which something happens or activities are performed. Time is measured in minutes, hours, days, weeks, months and years (Asare & Quartey, 2002). Different people perceive time differently and once they develop a perception of time, they organise their activities in relation to the perception they have formed. Thus, what a person accomplishes within a period of time varies greatly among individuals. Time perception is highly related to culture and has an important influence on a person's world view and subsequent behaviour (Lewis, 2018). Irrespective of one's perception of time, there are situations that influence people's plans to carry out activities in the manner of their choice and one of such situations is schooling.

Schools have scheduled programmes that follow graduated time and are inflexible. Such inflexible activities put restrictions on time use and precipitates the need for adjustment in the use of time. In the Ghanaian educational system, there are three levels of schooling including the basic, secondary and tertiary levels. The basic and secondary

levels are preparatory grounds for tertiary education (NUFFIC, 2013). At the tertiary levels, various programmes are run in Faculties, Schools and Departments to prepare people for the world of work. People who wish to access higher education in tertiary institutions in Ghana can do so through different modes including regular, distance and sandwich.

In Ghana, sandwich education is a mode of education where students enter into academic institutions of study during vacation periods when the full-time students of those institutions are on holidays. The length of study for sandwich programmes is shorter as compared to the regular sessions (Holmberg, 2005). For example, what a regular student would study within a semester (16 weeks), would be studied by a sandwich student within five (5) to seven (7) weeks. This is an indication that, sandwich programmes are intensive, packed with lectures to enable students complete their sessions within the stipulated time allocated. The sandwich programmes provide educational opportunities for students who for numerous reasons cannot avail themselves to be enrolled on full time or the regular session of academic activities (Tamanja, 2016). The sandwich education needs continuous engagements to be successful especially towards dissertation works (Sheppard, 2011).

The economy of Ghana is expanding and requires high qualified skilled persons to be recruited to meet the expanding demands of the economy. The population seeking higher education may be more than facilities available in tertiary institutions and the fact that one way or the other, some people cannot come on board the regular programmes in the tertiary institutions, sandwich programmes have been structured to make room for the short falls. Sandwich Programmes of tertiary institutions, remain a dependable source of improving professional and academic quality as well as improving individuals quantitatively and qualitatively with respect to standards

(Mezieobi, 2006). The great response of would-be learners on the sandwich programmes in this period of economic down-turn cannot be over stressed. This is because, many are willing to go to school on a full-time basis but with the prevailing socio-economic condition in our society, some learners decide to engage in a job that would fetch them regular pay before embarking on any study programme. Hence, it is a common sight these days to find candidates rushing into the sandwich programme which is absolutely seasonal, leaving the rest of the year to gainful employment (Makinde, 1996).

Students who enrol on sandwich programmes could be classified as non-traditional students since they only move to the institutions of study during holidays and their study programmes are “sandwiched between the end of academic year (second semester) and the first semester of the following academic year” (Tamanja, 2016). According to Mkpa (1997), the essence of sandwich education is to provide opportunity for the intellectual development and competence of individuals in their professional assignment or interested persons who cannot come on board the regular school-based programmes as a result of job protection and maintenance of their families’ socio-economic responsibilities as adults.

Education innovation as sandwich programmes is meant to provide wide access to human resource development. It is not surprising that the majority of the candidates for such a programme are adults considering the varied mix of their vocational and non-vocational interests and especially, the barriers placed in their ways to full-time study programmes such as the problems arising from domestic responsibilities, work and study (Afe, 1990). According to Afe’s (1990) survey of sandwich students’ age ranges, one would agree that the ages range between 25 and 51 by which time they are expected to be independent of parents or guardians. Over 70% of them are married with children.

The University of Education, Winneba is one of the public universities in Ghana that runs academic programmes that can be accessed through the regular, distance and sandwich modes. At the University of Education, Winneba (UEW), sandwich programmes are run at both undergraduate and postgraduate levels. However, unlike postgraduate courses which is run by many departments, few departments run undergraduate sandwich programmes. Since the programme is packed, it requires both students and lecturers to manage time effectively.

Study on the discernment of students' participants in sandwich programme conducted by Kayode (2018) identified time management as a disincentive to students' participation in the sandwich programme, especially during the instructional time of the contact sessions in the programme. Time is an important resource that affects all human endeavours yet this resource is extremely limited in supply (Kayode & Ayodele 2015). It affects all stake holders in educational sector including students, teachers, supervisors and administrators. Time management also plays a vital role in improving student's academic performance and achievement. Academic achievement can be defined as excellence in all academic disciplines, in the class as well as extracurricular activities (Claessens, Eerde, Rute & Roe, 2005). It includes excellence in sporting, behaviour, confidence, communication skill, punctuality, assertiveness, art and culture. Using time judiciously is only possible through self-motivation, performance ability and motivation from others (Brigitte et al, 2005).

1.2 Statement of the Problem

Time management practices are very important in the lives of students especially those in tertiary institutions where time utilization is not supervised by neither parents nor lecturers and students of University of Education, Winneba are of no exception. The

University of Education, Winneba has the mission to train competent professional teachers for all levels of education as well as to conduct research; disseminate knowledge and contribute to educational policy and development. Thus, students are exposed to learning experiences geared towards achieving these broad goals.

The University runs undergraduate and post graduate programmes using the semester system. Both undergraduate and postgraduate programmes are run in regular and sandwich mode. Unlike undergraduate regular session which is run in all the departments in UEW, undergraduate sandwich programme is run by few departments namely Department of Early Childhood, Department of Basic Education, Department of Special Education and Department of Psychology and Education which is now Department of Counselling Psychology. The sandwich programme is a form of lifelong education that offers candidates who are not privileged to pursue full time university education programme the opportunity to do so. Sandwich programme is usually held during vacations in the Universities (Anon 2017). Kayode (2018) asserted that lots of similarities abound when sandwich education programme is compared to the regular programmes in the Universities. These include the mode of operation, quality of lecture delivery, entry requirements, curricula and personnel, assessment methods, disciplinary measures, welfare services, certificates awarded and recognition accorded their certificates.

Sandwich and regular students in UEW study about the same courses however, sixteen weeks for regular students is five to seven weeks for sandwich students. Thus, whilst regular students on both the undergraduate and postgraduate programme spend sixteen weeks in a semester to study and write examinations, the sandwich postgraduate and undergraduate students spend five to seven weeks to study and write examinations.

Where regular students may have two to three lectures a day, sandwich students might have four lectures a day.

The Sandwich programme has been scheduled in such a way that there is less flexibility for both students and lecturers and they work within a specific frame of time. Even though regular students also work within specific time frame, theirs is flexible as compared to that of sandwich students. Anecdotal evidence gathered from some sandwich students (UEW) indicate that academic schedule is packed as compared to that of regular session. Sandwich students' timetable is loaded as compared to that of the regular session (see appendix A). Students have to plan their time according to various activities. There is a specific time the library on campus closes and due to this, students need time to use the library within the lecture periods when library is opened. Even though the sandwich programmes in UEW are compressed as compared to that of regular students, they all have equal time available to them. Thus 24 hours a day, 7 days in a week and 4 weeks in a month. Aside academic goals, students have their own personal goals to accomplish. The compressed sandwich programme makes most students complain of having little time for personal activities like personal studies, cooking, attending church and washing since academic activities take the whole day. Many sandwich students are married with children thus expected to perform multiple responsibilities. Also, students who are nursing mothers, find it difficult adjusting their time to take care of their children thereby leading to stress and other health related problems since all these exert enormous pressure on time utilization on sandwich students.

Some students complained about not being able to meet deadlines due to the compressed programme they have. The extra responsibilities in addition to the time needed for academic activities make it necessary to delve into how they manage their

time. In order to be able to combine and accomplish a set goal both personally and academically, self-discipline and proper time management is very essential. The researcher assumed the problem to be time management practices and therefore investigates about time management practices among UEW Sandwich students.

Karim, Nader, Nasser and Hasan (2013) conducted an experimental research on assessing the effectiveness of time management training on academic time management of students. The results of the study showed that time management skill in the experimental group was better than the control group. Adams and Blair (2019) also conducted a research to assess the impact of time management behaviours on undergraduate engineering students' performance, using the time management behaviour scale. The conclusion drawn from the study was that, according to student's perception, preplanning their studies had been beneficial for their academic performance. However, less than half of the students agreed that they manage their time. Again, Ahmad, Batool and Choudhr (2019) looked into the path relationship of time management and academic achievement of students in distance learning institutions through structural equation modelling. Their study revealed that both variables thus time management and academic achievement are associated with each other and time utilization skill affects students learning seriously. Using qualitative research approach, Jam, Rey, Ericson and Laguna (2022) conducted a study on the perceptions of Senior High School (SHS) students to the effects of time management to their academic performance. They found out that students who perceive themselves as having good time management skills are usually the students who are more involved and have a high desire to achieve, resulting in a higher level of performance. Tsitsia, Cheney-Afenu, Kabbah, Attigah and Bimpeh (2021) on the other hand examined the extent of effective time management practices among teacher-trainees in the colleges

of education in Ghana using convenience sampling technique and Jamovi Statistical Data Analysis (JSDA) tool and the Microsoft Excel Application Software Package. The findings revealed that the existence of time management strategies to check students' time consciousness is of low rate in the Colleges and because of that, they hardly or never adhere to time management practices as individuals thereby resulting in low level of attainment on effective time management practices. The discussions above, point to the fact that effective time management result in high academic achievement. However, some of the studies looked at time management among students at second cycle level, others were looking at college levels and though colleges are tertiary institutions, the study was conducted among student on distance and regular modes. The current study, though also at the tertiary level, is focussing on sandwich students who have limited programme span and may also be engaged in other activities such as work that makes demand on their time.

Though studies have looked at both secondary and tertiary students' time management practices, the concentration is on regular students whose time span for academic activities is lengthier than that of sandwich students.

Therefore, this study sought to explore how sandwich students of University of Education, Winneba (UEW) manage their time, combining both personal and academic activities within the limited time they operate using quantitative research approach and cross-sectional survey.

1.3 Purpose of the Study

The purpose of the study is to investigate how sandwich students of University of Education, Winneba (UEW) manage their time to attain their goals.

1.4 Objectives of the Study

The objectives of the study were to

1. ascertain the knowledge sandwich students of University of Education, Winneba have about time that influence their time management practices.
2. examine the planning measures University of Education, Winneba sandwich students put in place in relation to the various activities they engage in.
3. investigate the challenges University of Education, Winneba sandwich students face in managing their time in the course of their studies.
4. explore strategies sandwich students of University of Education, Winneba employ in managing the challenges they encounter in relation to time management.

1.5 Research Questions

1. What knowledge do sandwich students of University of Education, Winneba have about time that influence their time management practices?
2. What are the planning measures put in place by sandwich students of University of Education, Winneba in relation to various activities they engage in?
3. What challenges do University of Education, Winneba sandwich students face in managing their time in the course of their studies?
4. What strategies do University of Education, Winneba sandwich students employ in managing the challenges they encounter in relation to time management?

1.6 Hypothesis

1. H_0 : There is no significant relationship between sandwich students' knowledge of time and their time management practices.

1.7 Significance of the Study

The study sought to investigate among other things, undergraduate sandwich students' knowledge about time management. The information gathered highlighted students' knowledge about time that aids in their time management practices. Thus, when the information is made available to the students, it would provide them information about characteristics of time and its impact on their time management practices. The study would also create awareness among students about the time they spend on other activities and how it goes against them. This would help them to schedule their time and organize activities in order to prevent time wastage.

The results would be useful to the Office of Dean of Student Affairs as it would inform them to make decisions about what to factor into undergraduate sandwich students' orientation programmes about time management. The issue of time management practices can also be addressed through workshops or seminar presentations and refresher courses on time management where students can be reoriented towards the importance of proper time management practices. Lecturers' who are academic counsellors if they get information on students' knowledge about time and their time management, can use the information during their counselling sessions to counsel students about time management. Even though there is short time frame of studies for Sandwich students in UEW, students can manage their time to achieve set goals.

This study would be useful to student executives from various Departments as it would enlighten them on several time management challenges students encounter that have to

be dealt with. This would enable them organize programmes focusing on time management challenges to help students manage such challenges.

The study would also provide information of time management strategies that students would implore to manage their faced challenges. This would help the students to apply various strategies when they encounter any challenges. The Academic Affairs (UEW) can also serve as basis for scheduling sandwich academic programmes and provide adequate information for students to plan their activities before they come to campus for their academic activities.

The study would also be of benefit to all lecturers who have issues with time management based on some suggestions on time management that may be given. In as much as time management is a necessity to students, so it is to lecturers. Some lecturers are also facing time management problems which have to be dealt with. The study highlighted strategies to explore to deal with time management challenges and therefore lecturers can explore those strategies to benefit themselves and students.

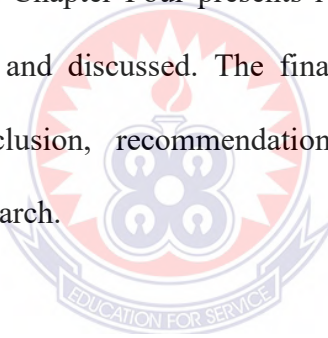
The study would also be a reference for further studies. Researchers who want to carry out studies on time and time management would find the report useful especially when they want to look at students' time management practices.

1.8 Delimitation of the study

The study was delimited to time management practices among second session undergraduate sandwich students of University of Education, Winneba. Second session undergraduate sandwich students because, it is assumed by the researcher that they have the immediate past experience from first session which indicate that, they have fresh memory on what they went through during the first session and will be able to provide the needed information.

1.9 Organization of the Study

This study was organized into five chapters. Chapter One which is the introductory chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, research hypothesis, significance of the study, delimitation of the study, organisation of the study and definition of terms. Following the introductory chapter is the Chapter Two which presents for the study the literature review, consist of theoretical framework, empirical review and conceptual framework. The next is Chapter Three which is the methodology. This chapter presents the research design, setting of the study, population, sample and sampling techniques/procedures, instrument for data collection, data analysis procedure and ethical consideration. The Chapter Four presents results and discussion. The results were presented in tables and discussed. The final chapter is Chapter Five which involves summary, conclusion, recommendation, limitation of the study and suggestions for future research.



1.10 Definition of Terms

Sandwich Programme

Sandwich programme is an educational programme designed for peoples who could not come on board for regular programmes. Sandwich programme is organized during the long-term break or vacation in schools.

Regular programme

Regular programme means the regular curriculum provided in the required full-time day sessions in the schools.

Time Management

Time Management is defined as clusters of behavioural skill sets that are important to ensure effective time use.

Time Management Practices

Time management practices are the application of methods and innovations to make the use of time more effective.

Lunar Calendar

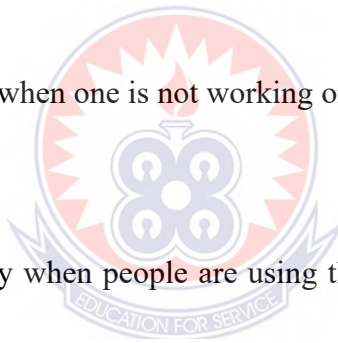
A lunar calendar is a calendar based on the monthly cycles of the moon's phases (synodic months, lunations).

Down Time

Down time refers to time when one is not working or active.

Peak Time

Peak time is a time of day when people are using the same service, such as internet, phone.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the review of relevant literature related to the study. The review of the literature was organised under three main themes namely: theoretical review, empirical review and conceptual framework. The discussion on theoretical review covered the theories that supported the study namely Pareto's 80/20 Rule and Assertiveness theory. The review covered themes that were generated from the objectives. Issues discussed include concept of time, time management, knowledge of student about time that influences their time management practices, activities students engage in on campus, challenges students face in managing time, strategies student employ to manage time and conceptual framework.

2.1 Theoretical Framework

Theories are formulated to explain, forecast, and comprehend occurrences as well as, in many cases, to challenge and advance the understanding of those phenomena within the confines of crucial confining assumptions. The structure that can hold or support a research study's theory is known as the theoretical framework. The theoretical framework introduces and describes the theory that explains why the research problem under study exists (Abend, 2008 & Swanson, 2013). According to the University of Southern California's Library Guide (2019), a theoretical framework is the research from previous literature that defines a study's core theory and concepts. Asher (2013), opines that a theoretical framework consists of concepts and, together with their definitions and reference to relevant scholarly literature, existing theory that is used for a particular study.

The theoretical framework must demonstrate an understanding of theories and concepts that are relevant to the topic of a research paper and that relate to the broader areas of knowledge being considered. In relation to this, an analysis of the study was done to identify theories that could set the parameters for the study and be a good frame within which issues related to the study could be discussed. In doing so, two theories: Pareto's 80/20 Rule and Assertiveness theory were identified as good frames for the study.

2.1.1 Pareto Principle or Pareto's 80/20 Rule

The idea of Pareto's 80/20 rule was formulated by the Italian economist and sociologist Vilfredo Federico Pareto while at the University of Lausanne in 1896, as published in his first work, *Cours d'économie politique* which means Political Economy Course (Blaz, 2020; Marshall, 2013). The Pareto principle (also known as the 80/20 rule, the law of the vital few, or the principle of factor sparsity) states that, for many events, roughly 80% of the effects come from 20% of the causes (Bunkley, 2008).

The Pareto's 80/20 rule also comes in handy in the context of time management. The Pareto principle for effective time management is a simple rule that states that if people can correctly identify and alter only 20% of the causes of their problems in their current personal time management system, they will eventually be able to resolve the remaining 80% of those issues that are problematic for them. This principle is a basic time management technique that can increase one's performance by simply starting on solving his or her personal and non-personal problems first so that things can work out better and smoother (Time-Management-Abilities, 2014). Blaz (2020) on the other hand stated that, students can identify 20% of things that can lead to success in order to produce 80% results. Consequently, understanding the Pareto principle can primarily assist students, especially sandwich students, in setting appropriate priorities and

concentrating on tasks that will have the most impact on their lives. The significance of prioritizing becomes clear to students once they understand that 20% of their time and effort results in 80% of their achievements. For instance, if a student has a 10-item to-do list with equally time-consuming chores, he or she can increase productivity by choosing and finishing two high priorities. Therefore, even if he or she is unable to complete all the duties, the 20% that was finished could equal up to 80% of the total (Duszyński, 2020).

Pareto's 80/20 rule can also be applied by sandwich students in their daily lives on campus. Since their activities are packed and they seem to be caught up with time always which causes stress, delay in submitting assignments or not meeting deadlines and others. When sandwich students are able to identify the key activities that have great impact in their lives and spend their time and effort on those activities, it will help them to achieve their set goals. Sandwich students can make sure that they prioritize these identified activities. To achieve great things, sandwich students must always concentrate on what adds the greatest value to their life and their studies or academic work. More time can be allocated to high-value activities, which will have the most positive effect on them at the expense of the time-wasting activities. The Pareto 80/20 rule can help students see the big picture as to what to focus on for the fastest advancement in their lives. It gives them a real representation of how unevenly impact can be distributed, and consequently guidance on what tasks to focus on to get the best results.

Apart from sandwich students identifying the key activities that have great impact on their lives, they can also identify the causes of their problems concerning time management and fix them. Fixing of these problems can be finding solutions to the problems or finding ways to minimize those problems. The way a student fixes his or

her problems may differ from how another student will do his or hers. If students are able to fix the causes of their problems, then they can have more time to handle their academic activities. As a result they can work better, faster and more inspired in attainment of their academic goals. They will even experience less tiredness at the end of the day.

The Pareto principle helps in identifying the root causes of the problem(s) but does not provide the solutions to those problems. This makes the theory a necessary but not sufficient to the solely deployed in this thesis to fully address the objectives. In fact, it is possible to be time conscious as noted by the Pareto 80/20 rule at the expense of peripheral issues such as seminars, workshops and even student social gatherings which are equally necessary for rapport building. This necessitates a supplementary theory and the assumptions in the Theory of Assertiveness make it the good fit.

2.1.2 Theory of Assertiveness

Assertiveness Training (AT) was introduced by Andrew Salter in the year 1961 and was popularized by Joseph Wolpe (Craighead & Nemeroff, 2002). Out of the assertiveness training, the theory of assertiveness was derived. The theory of assertiveness states that, in order to use one's times more effectively, there is the need to be able to say no to additional tasks from other people that affect the completion of set tasks. Most time management programmes miss a critical element. The element is one's own degree of assertiveness. Turner cited in Cole (2003 p.235) explains assertiveness as "the ability to directly and honestly communicate one's thoughts, feelings, or opinions without demeaning oneself or others." Butler and Hope (2007) stated that assertiveness leads to a person taking responsibility for their actions. According to Andrews (2021), in reality, knowing when and how to say "no" does more

than simply lighten one's load. In doing so, it means that individuals are able to perform their selected tasks and roles to a much higher standard and with a lot more energy, instead of underperforming because they are overwhelmed.

The beauty of developing the ability to say no is that it restores autonomy and permits the judicious allocation of attention where it may otherwise be dropped on the unneeded chores. Andrews (2021) further explained that people who learn to be more assertive gain confidence in themselves and their ability to make decisions, and they are better able to communicate those decisions to their loved ones and colleagues. By doing this, people are spared from procrastinating for hours on end and gain more time to complete their important activities. This holds true not only for the workplace or the lecture halls, but also for personal lives, when people risk exhaustion by accepting every single offer that comes their way. 'Closing the door' on those invites that do not really matter gives some all-important time to oneself and as a by-product, makes it much more pleasant. According to Change (2014), people who struggle with time management lack the essential level of assertiveness when given the proper tools. They will inevitably struggle to manage time in any situation if they have low assertiveness, low emotional energy, and low levels of detail. They find it too difficult to pay attention to the details required to evaluate their tasks and prioritise them. If the low level of assertiveness is combined with a high level of tolerance and a high level of consideration of others, their ability to manage their time will almost certainly be impacted upon by the actions of their subordinates, peers, customers, suppliers and bosses with higher degrees of assertiveness.

Historically, assertiveness was framed as vital to personal and relational well-being. A systematic study of assertiveness was initiated in the late 1940s and early 1950s when psychologists postulated that some mental illnesses might be brought on by uncertainty

(lack of assertiveness) and reluctance or unwillingness to express thoughts and feelings in an open manner (Norton & Warnick, 1976). In the 1960's and 1970's, individual rights movements in the United States began to link assertive expression to defence of individual rights.

According to Percell (1977), most of the assertive strategies and techniques, however, rest on three basic assumptions about human nature; "That feelings and attitudes relate closely to behaviour; that behaviour is learned; and that behaviour can be changed". In application of these assumptions in the lives of sandwich students, sandwich students in many instances may have the feeling about what to do and what not to do and these feelings will determine their attitude whether positive or negative towards the behaviour of being time management conscious or not. Students who are time management conscious show negative attitude to distractions while students who are not time management conscious show positive attitude toward distractions or interruptions. Students who are time management conscious turns to be assertive thus, they are able to say no to unnecessary distractions or interruptions whether from phones or colleagues unlike those students who are unconscious about time management practices. The second assumption also states that "behaviour is learned". Hence the more knowledge students acquire through learning about effective time management practices, the more they put in effort to be time management conscious. Students can learn also from their colleagues based on how they manage their time. In as much as behaviour can be learned, it can also be changed. Hence, the third assumption which states that "behaviour can be changed". Students who are time management conscious can be unconscious in some circumstances while students who are not time management conscious can also change to be time management conscious in some circumstance. Since change is part of human nature.

Sandwich students should be aware that, the fundamental skill that assertiveness hones is the power of decision making. When they lack assertiveness, it can be easy to end the day without making any real decisions thus having gotten nowhere on the list of tasks that they set out to accomplish. The necessity of sandwich students acting in an assertive manner has an amazingly positive impact on their life not on campus only but anywhere. Students who are assertive can reenergize, make decisions, create objectives and priorities, say no, delegate, and seek for assistance. These in turn enable them to spend the appropriate amount of time on the tasks that call for it, avoiding the tasks they can do without, and experiencing an increase in total productivity.

From the discussions, it is clear that the assumptions in the two theories are elastic enough to explain the relationship between sandwich students' knowledge about time and the time management practices. This goes to the thrust of the thesis's objective which is how sandwich students of the University of Education, Winneba (UEW) manage their time in their quest to attain their goals.

2.2 Empirical Review

2.2.1 Concept of Time

Time is familiar to everyone, yet difficult to define and comprehend. Although it has long been a crucial topic for research in philosophy, physics, and religion, scholars have never been able to define it in a way that is applicable to all of these disciplines without becoming circular (Le Poidevin, 2004 & Sean, 2009). Nevertheless, diverse fields such as business, industry, sports, the sciences, and the performing arts all incorporate some notion of time into their respective measuring systems (Zeigler, 2008). In spite of the fact that time is defined variously in science, philosophy, religion, and the arts, the system for measuring it remains the same. Thus, seconds, minutes, and hours serve as

the fundamental units of time in clocks. These units' underlying structure has changed through time, although their roots are in Sumerian antiquity. The second is the current universal time unit, defined by the electrical transition of the cesium atom (Helmenstine, 2019). In reference to the system for keeping track of time, University of Helsinki (2005) highlighted that while people frequently consider the basic characteristics of time, each hour is made up of a specific number of minutes, a day is made up of hours, and a year is made up of days. People track the passing of time using clocks and calendars. Yet it keeps vanishing despite their inability to examine it under a microscope or experiment with it. Individuals simply are unable to predict exactly what occurs as time passes.

Carlson (2011), stated that as early as 6,000 years ago artifacts from the Palaeolithic suggested that the moon was to be used to reckon time. He added that lunar calendars, which had years of either 12 or 13 lunar months, were among the first to develop (either 354 or 384 days). In some years of lunisolar calendars, a thirteenth month is added to account for the discrepancy between a full year (now known to be around 365 days) and a year made up of only twelve lunar months. Other ancient calendars, particularly those used by the Mayan civilisation in Mesoamerica, are from that region. These calendars, which had 18 months in a year, 20 days in a month, plus five extra days at the end of the year, were based on astronomy and religion. Carter (2009) also stated that as far as the universe is concerned, time had a beginning. The starting point was 13.799 billion years ago when the big bang occurred. One argument for the origin of time is that if it extended backward infinitely, the night sky would be filled with light from older stars.

According to Helmenstine (2019), Physicists define time as the progression of events from the past to the present into the future. In essence, a system is timeless if it is

unchanging. When describing events that take place in three-dimensional space, time can be thought of as the fourth dimension of reality. It cannot be seen, touched, or tasted, but the passage of time can be measured. According to this definition, time is an unending progression of existence and events that take place in what appears to be an irrevocable succession from the past through the present to the future. This description is consistent with Angus' (2011) concept of time.

2.2.1.1 Types of Time

Time is spent on several activities and every activity individuals spend their time on is worth it. On other hand, people assume time to be running slow or not during a day. These activities and natural rhythm precipitated to types of time. Below are some types of time discussed.

The first type of time to be discussed is clock time. According to Asare and Quartey (2002), clock time is based on the regular movement of the earth in relation to the sun and is divided into twenty-four hours in a day, seven days a week. Clock time is described as a reading of a moment in time provided by a clock in Princaton's WordNet (2021). Everyone has access to the same amount of clock time, which can be divided into three main categories: work time, home work time, and non-work time (Asare & Quartey, 2002).

Asare and Quartey (2002) explained work time as a time spent on income-earning activities and varies according to the type of work a person does. Work time includes time for waiting for transport, travel and preparation for work. Woods (2012) added that work time may vary from person to person, often depending on economic conditions, location, culture, lifestyle choice, and the profitability of the individual's livelihood. For example, someone who is supporting children and paying a large

mortgage might need to work more hours to meet basic costs of living than someone of the same earning power with lower housing costs. Woods (2012) explain work time as the period of time that a person spends at paid labour. She further stated that many countries regulate the work week by law, such as stipulating minimum daily rest periods, annual holidays, and a maximum number of working hours per week. Mundi (2021), stated that generally, work time includes the time that an employee is required to be on duty or on the employer's premises or at another prescribed place of work. Any additional time that the employee is allowed to work is also included. She further stated that the basic principle guiding "work time" is that an employee must be paid for any time spent on activities that are controlled by and that benefit the employer. This not only includes regular "on-the-clock" work time, but also includes any "off-the-clock" time spent on performing job-related activities which benefit the employer.

Another type of time closely related to work time is the household work time. Drew (2020) explains household work time as time spent on any kind of work which involves cleaning, cooking, taking care of children and doing other unpaid work at home. Asare and Quartey (2002), referred to household work time as time used for various tasks that are carried out in the home. Eichler and Albanese (2007), identified four dimensions of household work: the physical, emotional, mental and spiritual. They continued by explaining that integrates housework with care work, includes all those who contribute to household work, whether on a paid or unpaid basis, acknowledges cross-household exchange of work and its changing nature over the life course.

The discussion above may promote the thinking that time is always spent on working. However, there is also non-work time. Great (2020) asserts that the majority of calendar time is non-work time. It comprises of time spent on housework, time for physiologic demands to be met (such as sleeping and eating), time spent on work-related activities

(such as traveling to and from work), and free time (leisure). Non-work time, according to Asare and Quartey (2002), is time spent relaxing and engaging in leisure pursuits such playing games, watching television, seeing friends, reading, sewing, and crocheting. Non-work time also includes time spent engaging in volunteer activities like serving others or attending church. Free time, which is time not spent sleeping, enjoying oneself, or working, is also included. Even though non-work time may not yield income it may be satisfying to person. Time Keeper (2021) on the other hand accounts for non-work time as defined by specific class codes, e.g., vacation, leave, holiday, thus a little differently than work time.

Natural time, which is often referred to as responsive time, exists in addition to work time and non-work time. The term "natural time" refers to time spent in nature that is peaceful or restorative. This might occur in a home, garden, or park. Natural time could be spent contemplating a cloud or relaxing in nature. Time spent intentionally with other domesticated animals, such as dogs, cats, and horses, is another typical approach to obtain some natural time. The key to true natural time is being in a receptive mode where people are open to listen, watch and learn from what laws of nature and experience of wilderness have to teach. Scientists have shown beyond doubt that human health is approved when regular time is spent (Ellerby, 2010).

Contrary to work time and non-work time, there are times where people experience natural rhythm of time. This type of time is known as biological time. This type of time is said to be the internal clock within a person which indicates the occurrence of certain bodily functions such as when to get up in the morning and become sleepy at night and when to be hungry or to urinate (Asare & Quartey, 2002). Hall, Rosbash, and Young (2017) also described biological clocks or time as organisms' natural timing devices, regulating the cycle of circadian rhythms. Circadian rhythms are changes in the body,

brain, and behaviour that occur on a 24-hour cycle. They are composed of specific molecules (proteins) that interact with cells throughout the body. Nearly every tissue and organ contain biological clocks. Researchers have identified similar genes in people, fruit flies, mice, plants, fungi, and several other organisms that make the clocks' molecular components. Further, Hedge (2013) stated that a biological clock pertains to any of the various mechanisms that regulate biological rhythms such as sleep and wakefulness cycle, body temperature, patterns of hormone secretion, blood pressure, digestive secretions, alertness levels, reaction times, etc. Biological rhythms are the synchronized cyclic pattern demonstrated by an organism as its response to a particular stimulus. This biological clock seems to give the organism a sense of time as evidenced by a rhythmic pattern on its behaviour.

Another sort of time is psychological time, and it is one of the most crucial factors for comprehending behaviour in humans. It is a sentiment that is personal and connected to temporal experiences. However, psychological time is distinct from "time" because it is non-linear and depends on the types of events that take place during a given amount of time (Boltz 2005). According to Asare and Quartey (2002), psychological time is the awareness of the passage of time. It is the kind of time that pass more swiftly on some occasions and more slowly on others. Biological and psychological time vary from person to person and even differ within a person from one period of life to another. Von (2008) also stated that psychological time is something very different. It always happens whenever people dwell on things in their minds before leaving the present. According to Pam (2013), psychological time passage depends on its being filtered by mood or feeling. Boredom stretches time sense while excitement tends to shrink the perception of passage. Physiological determinants like brain are also part.

Psychological time passes faster when one is engaged and slower when one is bored or doing an unpleasant task.

According to Ellerby (2010), productive time which is also a type of time refers to a time to be active, to build, to clean, to make, to spend energy for production of results and achievement of goals. On the other hand, BFW (2019) described productive time as the time an employee spends attending to a patient or working on a real, useful assignment. For instance, tending to the requirements of patients by performing blood tests at the patient's bedside, giving them medication, and performing other crucial chores. McGraw-Hill Dictionary of Science and Technical Terms (2003) also stated that productive time is a time during which useful work is performed in an operation or process.

In another development, play time is identified as the time to be creative, sensual, playful, exploring, enjoying and entertained. According to Ellerby (2010), the goal of play time is the experience of fun and joyful engagement. Play time is self-fulfilling, it is not about goals or results, and winners and losers are ultimately inconsequential. True playtime aids in people feeling recreated. Playing a sport, painting, reading, talking and laughing with friends, having sex and going to an art gallery could all be play time options as long as one enjoys his or herself.

Sacred time which is another type of time can be defined in many ways. It can be explained as a period of time spent in church, in praying, doing yoga, being silent or even a period that emerges during natural time. What is essential to sacred time is the intuitive dimension (Ellerby 2010). Jim (2018), stated that sacred time does three things. It connects Christians as members of the Body of Christ, and draws the worshipping community into its broader union with Christ and with the World. Sacred

time serves to focus Christians on the great feasts of the life, death and resurrection of Christ. According to Encyclopedia.com (2021), sacred time must be that time during which people experience their lives as unbounded: during which they commune with ancestors or other worlds; during which they are alert to voices and figures that call and dance beyond our human confines; during which they learn how they too can escape those confines. Time (2021) on the other hand stated that sacred time is the time that do not permit any outside interference. Time that is ruthlessly defended.

Sacred time works very well when someone wants to do something but has not been able to in the past, and they are going to set aside dedicated sacred time to it each week, sacred time works incredibly effectively. This may include a desire to learn how to play an instrument, write a book, become in shape, give presentations professionally, paint, or engage in any other form of art that comes to mind. It could really be anything one wants to do but something that is really important. According to Ellerby (2010), sacred time is about paying close attention to the demands of the spirit by listening profoundly to the heart. The purpose of sacred time is to receive advice from a higher wisdom or force for guidance. It is not about solving a problem, making something, or getting something to happen. Hearing the silent, little voice within, is the goal of sacred time. All other sorts of time can become sacred, but in order to truly be healthy, a little amount of sacred time must be set aside each day and a significant amount of space must be found each week.

In summary, the various types of time were deduced from human activities as well as their intuitions or feelings. There are several types of time. However, be it work time, play time or non-work time, students are encouraged to work diligently when engaging in the various type of work in order to attain their goals.

2.2.1.2 Restrictions on the Use of Time

Life is full of activities that are governed by time. From waking up in the morning to listening to the alarm in the evening, time is all around everybody. There are appointments and upcoming deadlines at work. Every whole hour, the news is delivered. There is always the chance of becoming time-trapped when mental attention is divided in this manner. Activities individuals engage in put on restrictions on the use of time. Hence the essence of restriction on the use of time. These activities or more bring to the fact that time must be organized. Asare and Quartey (2002) noted that there are forces that prevent people from being free to plan and carry out activities the way they would want to. It is often impossible to carry out one activity hours on end without being interrupted by other activities and when this happens, one's attention is taken away from the present moment and the person lose by thinking in time.

Personal preference is one of the activities that restrict people on the use of time. This is when students have the tendency to spend more time on activities that they enjoy doing. This may crowd out other things that should be done but are not so enjoyable (Asare & Quartey, 2002). The other set of activities are those which are inflexible. According to Collins (2021), inflexible activities are activities that cannot be altered in any way, even if the situation changes. Kart (2018) noted that, the time for performing activities such as going to school or attending lectures is fixed and cannot be delayed or changed. Asare and Quartey (2002) added that these activities that occur at fixed times are only available for limited times. They are activities that cannot be pushed to another time for example, a lecture time at 7:30am cannot be changed by the students. They further stated that such activities force a student to stop an activity he or she would like to continue until it is finished. Inflexible events that occur regularly give students days a pattern that they can follow. Students are therefore advised to note that since

there are some activities that restrict them on the use of time, it is very necessary for them to manage their time properly in order not to be found wanting in any situation.

2.3 Time Management

Using time effectively gives the person choice on spending or managing activities at their own time and expediency. It has often been said that time is most scarce resource therefore, all must invest in and use it prudently. Humans have basically the same amount of time but it is still common to find many people saying they “do not have enough time”, or they “need more time”. While some people have no problems accomplishing their tasks in a specified amount of time, others do have problems. This is due to how they manage their time. Realizing the fact that time management means everything, can put things in a new perspective. A variety of skills, tools, and methods can be utilized to manage time when completing particular tasks, projects, and goals in accordance with a due date. According to Hansen (2018), management is the process of in advance planning, scheduling, and resource allocation to maximize effectiveness. Resources, according to him, are anything that is required to complete a task or endeavour.

According to Afful-Broni (2010), time management is the wise and careful use of time. The capacity to prioritize tasks and accurately estimate the amount of time required to complete each one is what Kumar (2017) defines as time management. He went on to emphasize that time management is critical, especially for students, and that it is getting more and more necessary. He continued by saying that time management is significantly growing and that it is therefore crucial, especially for students. Time management helps people to complete activities in a timely fashion, and learn to manage and stick to a schedule. Time management often involves students monitoring

their own efforts and actions, having an appropriate sense of urgency to complete assignments, and having the ability to efficiently follow step-by-step procedures. Efficient usage of time can build or wreck a student's future. It is not as perplexing as it may seem at first, the first step would be introspection. The need and the will are two major factors in the process, and for a matter of fact, time management is not something should be done but something that must be done. Prachi (2015), referred time management as managing time effectively so that the right time is allocated to the right activity. It is further explained that, effective time management allows individuals to assign specific time slots to activities as per their importance. Another definition in this article was time management refers to making the best use of time as time is always limited.

To sum up, there are several definitions of time management. However, from the several definitions of time management, according to the researcher's perspective, time management is simply the use of time judiciously or efficiently and effectively to achieve what one wishes to accomplish.

2.3.1 Time Management Practices

Time sets the framework within which activities are carried out and one of its characteristics is that it is limited. Its limited nature makes it important that it is managed efficiently. Management involves application of principles to achieve goals. Below are some identified principles to be followed in relation to the use of time.

Prachi (2015) indicates that effective planning is very important and it involves the preparation of a "to do list" or a "task plan". Not everyone follows lists, Lebowitz (2020) added. A list, however, could help people who are having trouble understanding their objectives and spare them the time, energy, and need to invent justifications if

something that must go well does not. Making a written list can aid in helping people remember crucial details. Making a to-do list entails writing down tasks that must be completed within a certain day. Lebowitz (2020) stressed once more that after drafting a "To Do List," one should review it and assign a time estimate to each task. According to Prachi (2015), the most important tasks or activities should come first, and each item on the list should be finished before moving on to the next. He believes that no new tasks should be taken on until the previously specified ones have been finished within the allotted period. Management Study Guide (2021), in an agreement pointed out that, to make the best possible use of time and doing the right thing at the right time, individuals should not begin fresh work unless they have finished the previous task, tick the already finished tasks and also ensure that tasks are finished within the stipulated time frame.

According to Ankit (2017), students should always build the habit of prioritizing their tasks. He said that when students engage in unimportant tasks, these tasks drain their energy and consume their time, which needs to be dedicated for urgent and important tasks. Prachi (2015) stated that when important activities or work is put on top list, it referred to as prioritising tasks. Prioritizing guides students through the day's activities in order of importance, ensuring that the tasks that matter most are dealt with first. Students should know the difference between important and urgent work so as to prioritize the tasks as per their importance and urgency. Eisenhower (1954) stated in his principle, when one uses urgent/important principle to prioritize his or her time, it helps him or her to quickly identify the activities that he or she should focus on, as well as the ones he or she should ignore. Deciding on one's basic priorities is a key exercise in moving toward more effective use of time. Basic priorities provide a means for making time choices, helping to decide where it is important to invest and where to let

go (Bozworth, 2021). Timely (2020) realising importance of prioritising advised that when students are ranking their tasks, they should always prioritize what is most important to them. They should figure out which tasks and activities are high-value, which will have the most positive effect on them. He said that without prioritisation, students often end up focusing on work that is pressing but not actually that important, simply because a deadline is looming.

Asare and Kwafoa (2017) and Brew, Offei-Ansah, Amissah and Amu (2013) in discussing planning in time management identified that a crucial component of planning is setting of goals. In their views, goals are what one aims to accomplish or achieve. They direct actions and promote focusing. Mind tools (2021) in vein of this pointed out that, goal setting is a powerful process for thinking about the ideal future, and for motivating oneself to turn vision of this future into reality. Setting goals aids in making decisions on where to go in life. By being clear on what needs to be accomplished and where efforts should be focused. Prachi (2015) realizing the importance of goal setting in the use of time indicated that goals set should be realistic and achievable. Gass (2019), in relating goal setting to students' activities advised that when students set their goals, they should focus on actions that can help achieve their goals. It is believed that this advice is very important to all students including sandwich student whose allocated time for academic work is limited and may have other equally important responsibilities aside academic work.

Asare and Kwafoa (2017) in discussing goal attainment indicated that deadline has to be set on any task that is to be completed. Students are advised to set deadline for themselves and strive hard to complete tasks ahead of the deadline. They went on to say that students are in the best position to set deadline for themselves and so students should learn to take ownership of their work and ask themselves how much time needs

to be devoted to a particular task and for how many days. They suggested that students use a planner to mark the important dates against the set deadlines.

According to Gass (2019), delegation of responsibilities is also a necessity in time management. He said that there will be times when students need to delegate certain work to others especially during group work. Robbins (2021) also said that putting someone else in charge of certain tasks frees one up for different work and helps him or her grow. Of course, that does not mean passing off all of work to their colleagues. It means finding the right person to handle certain tasks. During group assignments, is there someone who could do this task better than you? Particular task is more suited to somebody else's skill or knowledge. So, task should be given to individuals based on their strengths since a person who does not have knowledge about something needs more time than someone who knows the work well and then after the task has been done, they meet for discussion before the work is submitted. Prachi (2015) counselled students to devote the appropriate amount of time to the appropriate task. It is essential for students to develop the habit of doing the right thing at the right time because work completed at the wrong time is not very useful. Students should not spend their entire day on something that can be done in an hour or less, and they should set aside some time for personal calls or checking social media.

2.3.2 Benefits of Time Management in Students' Life

The ability to manage time effectively is important. Wang, Kao, Huan and Wu (2011) found that time management is important beyond the university campus, where the capacity to manage one's free time is found to significantly increase an individual's quality of life. O'Connell (2014) O'Connell further claims that there is a connection between time management and physical health by asserting that a healthy balance of

sleep, exercise, and adequate diet together with an increase in "downtime" will result in a decrease in student illness. Effective time management is associated with greater academic performance and lower levels of anxiety in students. However, many students find it difficult to find a balance between their studies and their day-to-day activities. Good time management also leads to improved efficiency and productivity, less stress, and more success in life.

According to Corporate Finance Institute (2019), effective time management leads to stress relief. When students make and follow a scheduled task and check off items on their "to do" list, the feeling of anxiety and stress with worry as to whether things are getting done is avoided. Pettit (2020) opines that when students have no control of their time, they get tired easily, feel overwhelmed, work longer and longer hours and multi-task just to stay on top of their long-to-do lists. He advised students to manage their time effectively in order to directly reduce stress and also students should be in control of their time.

In discussing benefit of effective time management practices, Corporate Finance Institute (2019), indicated that good time management gives students extra time to spend in their daily lives. Students who can manage time effectively enjoy having more time to spend on hobbies or other personal pursuits. Pettit (2020) added that when students manage their time effectively, it will help them free up more of their time to do more of the things that matter most to them. This could be more time to spend with family and friends or invest time in something important to them. Homola (2020) opines that with the right planning, students will not have to sacrifice time on things they care about. Homola (2020) stated that student who manages time effectively are able to realize goals and act in accordance with their goals. With this, regardless of the time and resources available, they strive to achieve those goals. Students are therefore

advised to practice good time management in order for them to be able to better achieve goals and objectives, and to do so in a shorter length of time.

Pettit (2020) identified greater focus as a benefit of effective time management. Pettit (2020) noted that the most effective use of time is when students can focus on the projects, opportunities and people that matter. Effective time management will help students focus their time on only a small number of productive activities rather than trying to do everything and constantly play catch up. This laser focus only comes from being clear on their goals and then identifying the small number of crucial activities to invest their time in.

One of the benefits of time management is that, a better work-life balance is created. According to Pettit (2020), work-life balance among students is about creating a balance of time between their academic life and personal life. For many students, they spend longer hours at lecture halls and less time at hostels or halls. This may cause them to miss important personal events. The biggest benefit of good time management is that students understand the true value of time and realise that they can achieve more in less time. Cookies (2020) advised students to properly plan out their day and schedule time for academic and personal priorities so that they can achieve a better work-life balance. But if they waste time procrastinating or if they do not bother to schedule their time and prioritize tasks, they will find that they are not able to focus on their personal life and it is difficult finding time to relax and unwind.

2.3.3 Negative Impact of Poor Time Management on Students

Time is the one thing that cannot be gotten back. The term "time management", was often related to the work environment. But the negative ramifications of not being able to manage time properly extend way beyond the borders of the office. For those who

are not adept at prioritizing tasks, failing to get to grips with managing time properly can lead to a lack of self-esteem, relationship strain, and an overall unhappiness with life that stems from having poor focus. It can even end up affecting one's health, if left "untreated". Poor time management can affect a person's business relationships, mental health and their work-life balance. Frequently being late and rushing to complete tasks is an impact of poor time management. Here are some of the negative effects of poor time management:

Many students find it hard to regulate both their studies and their external lives (Van der Meer, Jansen & Torenbeek, 2010) leading to time mismanagement, poor sleep patterns, and increased levels of stress. According to Hardy (2003), students who are bad at time management do not just struggle to get their work done, they also have trouble making appointments on time. Students who lack planning skills or have a poor sense of time management are more likely to frequently be late for meetings and other important activities because they do not allow themselves enough time to get ready and travel where they need to be. When students manage their time poorly, they may find that there is never enough time in the day to complete everything they need to get done. As a result, they rush to finish projects before their due, which can lead them to make mistakes or produce work that is low quality (Cookies, 2020). Watts (2021) added that rushing everywhere in and out can start to put real mental pressure on individuals and students are not exempted if it occurs frequently enough. Being late for something triggers 'flight or fight' response, adrenaline kicks in, and stress levels rise.

Students who cannot prioritize or plan out their day will be less productive than students with good time management skills. That is because they will likely jump between tasks or be distracted by interruptions that are not as important as the project they are working on. This drains their productivity and slows down their workflow (Cookies, 2020).

Time management is extremely important, especially for students in higher education because it will improve their performance and ratings (Laurie & Hellsten, 2002). However, because they lack organizational skills and frequently struggle with issues like task aversion and ambiguity, students tend to put things off. As a result, students will not be able to prioritize their tasks, making it easy for them to become distracted and procrastinate (Kelly, 2004). About twenty-five percent (25%) of students become chronic procrastinators. Such behaviours have many root causes, including fear of failure, lack of motivation and uncertain priorities and can make them feel more inclined to hang out with friends. However, a consistent pattern of missing deadlines will cause their grades to slip and jeopardize their academic future (Heibutzki's, 2017).

Poor time management skills often make it difficult or even impossible for students to complete projects on time thereby missing deadlines. That is because without proper time management, students cannot properly gauge how long a job will take to complete. They will be left rushing to finish it, or turning the work in late (Cookies, 2020). Watts (2021) asserts that if, despite best efforts, one consistently arrives late for meetings, dates, catch-ups with friends, then it means that person is most definitely not utilizing time to its fullest potential. Magoosh's (2021), added that if students are unable to manage their time, they will always be late for events like lectures and scheduled appointments. She went on and said that students should keep in mind that people's impressions of them matter, and that people do notice when they are consistently unable to show up on time.

Poor management skills can harm students' professional reputation. According to Williams-Nickelson (2007), it takes years to build a good professional reputation, but only seconds to destroy it. Regardless of what kind of psychological career a student chooses, what others hear and think about them even before meeting them matters. A

good reputation is earned over time by consistent behaviour; it is not something that can be attained suddenly. It has merit. Leah (2020) stated that timeliness is key when it comes to the way people are viewed. Students that struggle with time management sometimes overcommit, taking assignments they do not have enough time to finish effectively, which in turn leaves them overwhelmed. That is because they do not have a proper sense of the time they have available or how much time they need to allocate to the tasks they already have on the go. When this happens continuously, they become unreliable and that can seriously harm their professional reputation. One's reputation may suffer and it may be challenging to obtain new work if course mates and lecturers cannot rely on them to deliver assignments on time, produce work of a good standard, or arrive on time for group meetings and lectures (Cookies, 2020).

Students' academic performance can decline due to poor time management practice. Time management is quite essential to any university student, and it is one of the keys to higher academic achievements (Kelly, 2004). Occasionally, people miss out on opportunities simply because they did not plan their time well. The same goes for students who receive low grades not because they are incompetent, but because they did not plan the right time to do their revision and other duties (Times, 2017). Declining academic performance is a consequence of poor time management - such as overly heavy class loads or trying to squeeze in the demands of a job. Students may attempt to cope by dropping classes or withdrawing for a semester. However, failure to maintain a grade point average may trigger placement on academic probation which is a warning to improve students' performance or risk dismissal from the institution (Heibutzki, 2017).

The stress and negative feelings associated with poor time management can leave students feeling unsatisfied and unhappy with their work. Students with poor time

management abilities frequently experience lecture burn out and lack the motivation needed to perform their task to the best of their ability (Cookies, 2020). Gaunle (2017) also said that students should be aware that the disadvantages of poor time management result in chronic dissatisfaction with personal and family life. Chronic stress, procrastination and failure to achieve goals add up to a negative outlook on life. He further stated that, nobody likes to hang around someone who is negative and stressed out all the time. Students who struggle with time management frequently complain about their workload, but others find them unpleasant, which frequently leads to misunderstandings and conflicts.

2.3.4 Effective Time Management

Effective time management is a fundamental skill that must be learnt to master in everyday life at work and at home. It is not about working more, but smarter, becoming more results-oriented and more satisfied. Effective time management is intimately linked to success, productivity, satisfaction and wellbeing. In fact, time management amounts to life management. For effective time management, there are points one must consider.

In view of this, students are advised to plan ahead. Students must make sure they start every day with a clear idea of what they need to do, thus what needs to get done that day. They should consider making it a habit to, at the end of each day, going ahead and writing out their “to do” list for the next day. That way they can get started right away the next morning (Corporate Finance Institute, 2019). Students should understand that all courses are important and need to be done first. Students are advised to go through their syllabus carefully, find out the weightage of each subject and prepare a Task plan accordingly and also “jot down” what all subjects should be covered in a single day

against specific time slots. Students are to make sure they cover important topics first and then come to relatively easier ones and also assign some time for revision as well. Revision is essential and it makes one perfect. Beginning one's day with something which is not that important is a sheer waste of time (Prachi, 2015). Nwankwo (2004) pointed out that no matter how one rushes or wishes through the day there is no time enough to do everything, one wants done thus, in planning time one should consider sequence of activities, clustering activities, overlapping activities, combining activities, dovetailing activities and being able to evaluate time plan.

Time has become a most precious commodity. Today, more people complain about not having enough time than not having money. It is a necessity for students to know that their time is their life. It is very important that students become aware at every instance; how they spend their time is how they spend their life (Goldschmid, 2015). Palmer (2019) opines that when taking control of time, one can improve his or her ability to focus and eliminate distractions, which in turn will make him or her more productive. This is because being aware of what needs to get done prevent loss of momentum and as a result breeze through tasks more quickly. Goldschmid (2015) again noted that students should know that the amount of time they spend in any activity contributes to the quality of their work, relationships and comfort. But some students are able to utilize them far more effectively than others. Knowing that their time is their life, students must be careful with how they use their time and consider to evaluate the results of their time investment. According to American Pacific Mortgage (2020), it is very vital for students to spend their time on things that add value to their lives.

For effective time management, goals must be set correctly. Whatever students want to achieve at the end of every semester is termed as their goals. Prachi, (2015) advised students to know what they want to achieve at the end of the semester and write them

down. Students setting objectives for themselves give them a sense of direction. Students should use the SMART method when setting goals. They should, in essence, ensure that the objectives they establish are Specific, Measurable, Attainable, Relevant, and Timely (SMART). Ankit (2017) stated that objectives should be challenging but still achievable. The best approach is to divide these daily goals into manageable pieces with shorter time goals (for example, 30 minutes or an hour), as completing these short-term milestones inspires people to work even harder to meet their long-term daily goals. Meier (2012) noted that students should review their goals and objectives at regular intervals.

Time pressure has become the curse of peoples' time: It is a major source of stress and the origin of a multitude of ills and dissatisfactions (Goldschmid, 2014). Watts (2021) stated that too much stress response can eventually weaken the immune system and put strain on the vital organs. Not to mention that stress just does not feel great. Goldschmid (2015) then said that students must set aside more time or fewer objectives in order to boost quality. If they strive to accomplish more, it is probable that the quality will suffer or they will not have enough time. Less time allotted to students strains both the quantity and quality of their output. Yet, despite these obvious and ever-present constraints, today's demand at schools is to accomplish more, better, faster and cheaper, inevitably leading to more stress. Huffington (2015) added that treating everything as urgent, rushing from one activity to another all day long, not enjoying anything and without ever feeling satisfied is a straight path to tension and ultimately causing one to be tired, the century-spanning illness. It is essential for students to find some pleasure in their work, productivity and commitment because it contributes to the success and wellbeing of themselves as well as wherever they work. According to Goleman (2015), the feeling of shortage of time has taken on very large proportions and it is partly a

matter of perception, but there is also much reality to it. A never-ending stream of information overwhelms people day and night. Absorbing this constant onrush, sorting out what is relevant, is time consuming, distracting and taking individuals' focus away from the objectives that really matter.

Gaunle (2017) advised that since stressful life is a key drawback of poor time management, students should learn to manage their time well to avoid feeling dissatisfied with their lack of effort and lost time. It is important for students to cut down any extraneous work or activities. They are to determine what is important and what demands their attention. Eliminating non-essential tasks/activities frees up more of their time to be spent on actually vital pursuits (Corporate finance institute, 2019). Hemant (2019) indicated that students would have less time for their critical duties if they spent the majority of their time on non-essential tasks. Prachi (2015), added that students should focus on their work and complete assignments on time rather than wasting time on loitering or engaging in idle conversation. Magazines, comics, novels, CDs and video games are not to be kept in study rooms. Studying and watching television simultaneously is nothing but a waste of time. Students should remember that, they are not paid for playing games on computer or peeping into other's cubicles. Students should first complete their work and then do whatever they feel like doing. They should not wait till the last moment lest they become less productive (Symonds, 2021). According to Harris (2019), depending on what students put in first determines how much of the other items they can put in afterward but if they start with most important tasks, they can be more productive.

Time must be effectively managed in order to have a work-life balance. According to Clinton (2016), students should never confuse having a career with having a life. They are not the same. Achieving a satisfactory work-life balance can be challenging these

days. Some have even given up on this concept, believing it has become illusory. However, in order for the body and mind to rest, change pace, and strike a balance between time spent working and time engaging in other activities, such as leisure and sports, spending time with family and friends, and getting enough sleep, is essential if one wants to remain healthy and productive. Beyond a certain number of hours at work, the law of diminishing returns imposes itself: By spending more time working, one actually becomes less rather than more productive. The same is true for long uninterrupted periods without a pause. Working hours are not a reliable indicator of performance. The outcomes attained are what really matter. Staying connected to phones, tablets, and laptops, whether out of one's own volition or at the behest of others, is by far the biggest threat to this equilibrium. "Tuning out" has become the clarion call to combat this tendency which is not only counterproductive, but begets health problems, absenteeism and burnout (Huffington, 2015). Koubova and Buchko (2013) advised that since excessive enthusiasm for academic adversely affects personal activities, students should do well to balance both academic and personal activities in the lives.

Another effective way of managing time is doing a SWOT (strengths, weakness, opportunities and threats) analysis of oneself. Hawk and Shah (2007) noted that a SWOT analysis is a form of situational analysis, which focuses on an organizations or persons strength and weakness. For students to begin a SWOT analysis it is typical that first of all the internal factors would be reviewed (strengths and weaknesses) and then focus would shift to the external factors (opportunities and threats). Juneja (2015), added that outlining the strengths along with the weaknesses gives one an opportunity to identify areas that require improvement as well as places where they do not need to spend a lot of work. Students have to remember that time is precious for many of them and hence, understanding where they stand would help them to ration it better to

concentrate on the weakness. He explained strength as the qualities that enable people to accomplish their mission. Weaknesses on the other hand are the qualities that prevent people from accomplishing their mission and achieving their full potential. Whilst opportunities are presented by the environment within which people operate, threats arise when conditions in external environment jeopardize the reliability and profitability of the individual. Prachi (2015) upon realization of SWOT analysis advises students to do an analysis on their strength, weakness, opportunities and threats since there is no harm in writing one's weaknesses. Students should understand in which areas they need to work hard. He noted that it is of no use for students to ignore difficult courses since they have to do them anyways. Students are therefore to assign extra time to critical courses and choose the right time for studies.

Studies indicate that, urgency constantly overrides importance both in the choice of a task and the amount of time consumed in activity performance. Unless students are mindful of their priorities, they are always tempted to first tackling urgent rather than important work, often at the detriment of obtaining significant results (Covey, 2013). According to Swerdlow (2019), an urgent problem or task is something that needs to be dealt with right away, or at least very soon whilst an important problem or task is something that contributes to a person's central mission or goals. These may be personal, professional, or organizational goals, depending on the task. With regards to urgency and importance in the choice of tasks, Kristof (2020) noted that students who may have trouble with the difference between tasks that are urgent and those that are important constantly feel overwhelmed, only to end up feeling completely drained of energy and without feeling having accomplished anything of real significance. He further stated that understanding that difference is very critical. It can go a long way in making tasks less cumbersome, to-do list less stressful and life much easier. In addition,

Corporate Finance Institute (2019) said that students should be able to prioritize tasks based on importance and urgency and important and urgent tasks must be done right away. Students must decide when to do important but not urgent tasks. Urgent but not important tasks can be delegated if possible while not urgent and not important tasks must be set aside to be done later. Covey (2013), added that contrary to what counts, the urgency is most often determined by others. Students frequently let themselves be pushed by someone else into undertaking a task immediately that they do not necessarily deem important. Jenkins (2020) indicates that it is very unfortunate urgent activities are often the activities students concentrate their time on; they demand attention because the consequences of not dealing with them are immediate. She further stated that the urgent versus important task helps students to review their priorities and determine which activities are important and which are, essentially, distractions or can wait. She advised that in order for students to achieve their goals, they must spend time on things that are important and not just urgent since important activities have an outcome that leads to the achievement of professional or personal goals.

Setting time constraints for completing tasks helps students to be more focused and efficient. According to Ghosain (2015), students do not need to write down every detail about each task. They just need to consider such details when they assign a time limit. Allocation of time limit to each item on to-do list must be based on their understanding of the nature of each task and how long they would like to spend on it. Hook (2018) also stated that application of this principle in students' life will enable them to be more efficient and generally get tasks done in the amount of time allotted, rather than have it take an entire day. Corporate Finance Institute (2019) also noted that students making small extra effort to decide on how much time they need to allot for each task can also help them recognize potential problems before they arise. That way they can make plans

for dealing with them. For example, assuming a student need to submit five assignments in a week. However, he or she realizes that he or she will only be able to get four of them done within that week. If that student becomes aware of this fact well in advance, he or she may be able to easily seek help from someone else. However, if he or she had not bothered to do a time check on his or her tasks beforehand, he or she might have ended up not realizing his or her time problem until just an hour before the submission. At that point, it might be considerably more difficult to find someone to help.

Awareness creation is a necessity for effective time management. According to MacKay (2019), the problem of struggling with managing one's time is not the strategy but it is how self-aware he or she is. Brain (2021) added that it is important that individuals be aware of their internal prime time so that they can schedule their most important projects accordingly to increase productivity since most important work usually requires that individuals be at their very best, rested, alert, and creative. Template (2005) on the hand also indicated that it is very necessary to be aware of the choices students have available, acknowledge the consequences of each choice and take responsibility and control of themselves and their decisions. According to Goldschmid (2015), it is crucial for students to be aware of where they spend their time and to assess the results of their time investment. Today's constant demand from students to do more, better, in less time, is a major source of stress and burnout. Yet time for rest, play and being with friends are absolutely necessary to regenerate strength and vitality. Timely (2020) noted that ultimately, students cannot improve how they use their time without understanding how they actually use it in the first place. Hence, the need of self-awareness to track time. When students are able to track their time, it provides the insight and self-awareness to make effective changes, surfacing hidden time drains, highlighting inefficient processes and laying out their productive patterns

Identifying time savers and time wasters helps to become more efficient and more satisfied in one's daily work. According to Symonds (2021), time-wasters are all the things that stop people to get things done (or at least slow them down) whilst time savers enable people to get things done. These were cited by Tracy (2007) as time savers. Maintaining a peaceful workspace, weekly and daily to do lists, doing difficult and important tasks first in one's most productive periods, only tackling a task once, learning how to say no, delegation, collaboration and teamwork whilst CareerBuilder (2015) identified frequent time wasters as poor e-mail management, texting and gossiping, unfocused social media and internet browsing, interruptions by phone calls, unannounced visits and e-mails, meetings that are too frequent, poorly organized and badly conducted, poor communication, poor infrastructure and inadequate tools. Goldschmid (2014) noted that work expands to fill the time available for its completion, meaning even though a task could be completed in less time, all the time allotted for it will be used. So, it is important for students to identify their time savers and time wasters in order to achieve their goals.

According to Roster, Ferrari and Jurkat (2016), for students to improve their time management they must get organized since disorganization leads to poor time management. Ankit (2017), added that keeping everything organized and clean will save time to access resources, whenever they are needed urgently. Hence time will not be wasted on searching for the required stuff. Brain (2021) also indicated that applying the correct time management skills and tips can help students get more organized and increase productivity. The more of these tools students learn to use, the more that they will get done each day. Corporate Finance Institute (2019) realizing the essence of organizing oneself advised that it is very essential for students to utilize the academic calendar for more long-term time management. Students should write

down the deadlines for projects, or for tasks that are part of completing the overall project. Also, students should think about which days might be best to dedicate to specific tasks. For example, a student might need to plan a meeting to discuss a group work on a day when he or she knows the group members are available. The due dates for projects and tasks that are required to complete the project as a whole should be noted by the students. Prachi (2015) also noted that students must avoid keeping unnecessary stacks of file and heaps of paper on their study table. They must arrange books and study material properly at their respective places and throw what they do not need away. They should ensure that stationery items are not scattered on the table and also study space is well lit and ventilated.

2.3.5 Role of Planning in Time Management

Time Management plays an essential role in corporates and helps employees to finish off assignments on time. The art of doing the correct thing at the appropriate time is called time management. It is essential for an individual to value time as time once lost can never be recovered, regardless of how much money is spent. An individual who fails to deliver results on time is appreciated by none and is never taken seriously at the workplace (Prachi, 2015).

According to Richardson (2019), whether it is day to day tasks or goals for the long-term, planning is a crucial skill. The truth is that planning saves time in the long run. It allows one to prepare for hurdles and unforeseen changes that may be encountered, and to prioritize properly. Planning in a way also helps in predicting where one stands five years from now. Individuals must plan as to how they would reach a certain position and in what time. Planning makes things easier and helps to realize dreams in the shortest possible time span.

Planning also reduces stress as it should allow students to develop a realistic view of what they can achieve in a given period of time, preventing them from overloading themselves or making commitments that are difficult to deliver (Richardson, 2019). Prachi (2015) added that an individual needs to plan his day well in advance to make the best possible use of time. There is no point in working just for the sake of doing work. Planning gives an individual a sense of direction in the organization and motivates him or her to complete assignments on time hence reducing stress.

Academic Enhancement Centre (2021), noted that when planning week-to-week and day-to-day studying, it helps to have some strategic ideas about what kind of work is needed to do for each classes and how to keep those classes in balance. Time must always be set in a way that maximizes learning and remembering. Prachi (2015) also stated that planning helps accomplish urgent and critical tasks way ahead of deadline. He explained that it is important for an individual to set a goal and objective for himself and work hard towards achieving the same. Detailed planning suggests the steps towards realizing goals within a defined time frame.

Chen (2018) identified productivity to be directly related to effective planning. Effective planning involves knowing oneself and finding one's most productive hours and planning his or her work around those periods. It also involves schedule tasks in such a way that individuals first do the high-value and high-energy task, and then followed up by low-value and low-energy tasks. Planning helps an individual to know what he or she needs to do urgently and what can be done a little later. Prachi (2015) advised that to plan things better, students should prepare a Task Plan where they can jot down tasks against the time slots assigned to each activity and stick to their schedule. If a student has assigned thirty minutes to take a nap, he or she should make be careful not to continue for an additional hour. Students should work diligently to finish off

tasks within the time allotted for each activity. However last minute changes cannot be ignored. High priority activities must come on top followed by the ones which do not require immediate attention. Prachi (2015) noted that students can also use a table top calendar for the same. Students who adopt a planned approach finish off work on time as compared to those who just accept anything which comes their way.

An Ideal Task Plan

Date -16th September, 2021

Day – Wednesday

Table 2.1: An Ideal Task Plan

| TIME | ACTIVITIES |
|-------------------|--|
| 4:30am | Day Begins. |
| 4:30am - 5:00am | Rising up, having personal devotion and planning the day |
| 5:00am - 5:30am | Lay bed and tidy room |
| 5:30am - 6:00am | Have bath |
| 6:00am -7:30 am | prepare, have breakfast and clear up |
| 7:30 am - 4:30 pm | Attend lectures |
| 4:30pm - 5:00pm | Walking to the hostel |
| 5:00pm - 6:30pm | Prepare, have supper and clear up |
| 6:30pm -7:00 pm | Take a nap |
| 7:00pm - 7:20 pm | Have bath |
| 7:20pm - 10:40pm | Study |
| 10:40pm - 11:00pm | Prepare for the next day |
| 11:00pm - 4:30 am | Sleep |

Prachi (2015)

Once a task plan has been drawn, it is important for students to take time to review their activities against their plans on a regular basis, probably every quarter or so. Less often, they may discover that they are not placing a high enough priority on their development activities, and letting progress slip. More often, they are likely to discover that they have not made enough progress. Regular review will guarantee that one maintains

awareness of his or her activities and resists the temptation to place less importance on personal development. In order to ensure that one's goals and planned actions get them where they wish to go, one might alter them through a frequent review process (University College London, 2015).

2.3.6 Time Management Skills

The judicious use of time by an individual to succeed in all aspects of life refers to time management. Time Management not only helps individuals to make the best use of time but also ensures successful accomplishment of tasks within the stipulated time frame. It is essential to do the right thing at the right time to earn respect at work. People who do not value time fail to make a mark and are never taken seriously.

2.3.6.1 Skills Necessary for Effective Time Management:

Time management skill is a need of today. Whatever profession, one is in, at any level or cadre in a job, time management is essential. Time management is important in managing day-to-day activities at home. Because individuals have limited time and are therefore expected to fully justify the use of this limited time in productive work. Some time management skills are discussed below.

Organizational skill is one of the skills needed for effective management. According to Kashyap (2021), it is said that super achievers are super-organized. It can be quite overwhelming when there are a large number of tasks to focus that can diffuse productivity. However, this time management technique will organize all tasks into a manageable category. With the chunks of work, students can do their work in a manageable way, with easy categories to handle and get important goals accomplished first. Luenendonk (2020) explained that one is practically dealing with clutter if he or she does not make an effort to organize his or her time by setting up a timetable to

follow. It is simply a matter of sticking to the plan and not getting side-tracked and this will increase efficiency. That is work will definitely be facilitated because there is less clutter to deal with. Prachi (2015) added that with this skill, the study area will be kept clean and organized. Keeping important files organized helps retrieve them immediately and thus saves time which goes unnecessary searching. He advised that students should staple important documents together and throw whatever they do not need. He noted that students should never write on loose papers and keep a notepad and pen handy.

Another skill needed for effective management is punctuality and discipline. According to Management Study Guide (2015), discipline and punctuality are two most essential traits required in a professional to be successful. It is always better to leave on time and come back fresh and completely recharged the next day. Individuals who are not punctual are often not reliable. Discipline and punctuality make a confident professional (Thus being in the good books of superiors and also becoming a source of inspiration to fellow colleagues). Bartleby (2021) explained punctuality as the habit of completing tasks on schedule. A punctual person is always one step ahead of everyone else and this makes him or her a winner wherever he or she goes. Most people live by planning work and work plan. However, failing to keep one's words indicates a lack of discipline. Discipline is the ability to make decisions and adhere to them or to follow already existing rules and regulations. Punctuality is one of the indicators of discipline. For someone to be punctual it takes discipline. Magoosh (2021), stated that lack of punctuality will not make one look professional or polished. Watts (2021), added that poor punctuality can be laughed off, to a point. Particularly in those friendly relationships but perpetual punctuality issues will eventually eat away at one's credibility and cause tempers to fray.

According to Mehta (2018), punctuality displays an individual's respect for time. When there is a scheduled engagement and one turns up late to the event, that person usually gives a feeling that he or she does not value the other person's time or consider his or her time more valuable than theirs. Juneja (2015), noted that being punctual helps students to complete tasks way ahead of deadline. Students are advised to avoid absenting themselves from lectures since such an attitude is completely unprofessional. Students should make sure they are at lecture hall some minutes before the actual time and strive hard to complete tasks on time. Also, students should not keep assignments pending and wait for the last minute

The ability to take ownership of work or course is also a skill needed for effective management. Reh (2019) stated that instead of looking for the magic formula for success as a student, recognize that every day offers a series of great opportunities to make a positive impact on those around. Focus on succeeding at each of these opportunities and remember that exhibiting respect for others, even in challenging circumstances, is an admission ticket to leading effectively. Prachi (2015) added that students should not study only when it is time for examinations or quizzes only but studying must be continuous. The dedication has to come from within. Students should learn to be responsible for their works and learn to accept their mistakes. If they have accepted something, then it becomes their responsibility to complete it within the allotted time slot.

Being focused is also a necessity in students' life. Pliance (2019) indicated that achieving and maintaining focus is very similar to physical training. People need to continually challenge their intellect if they want to improve their capacity to concentrate. The training is aimed at reducing the effect of distractions on a person's focus. Basically, all that is needed is a few minutes or hours of focus in a day. Once this

happens frequently then the brain will adapt to actually staying focused for a longer time. The principle to brain training is to start with small targets. Starting with a couple of minutes then proceeding to increase the time is the best way to tackle the training. With time the brain gets accustomed to staying focus for longer periods of time regardless of the different distractions in the area. Maintaining focus and avoiding distractions is one of the key sub branches of time management. Kashyap (2021) added that focus without distractions can be successful when pushed off the distractive circle. When there are millions of tasks to be completed, it is not easy to stay focused. Getting distracted is normal. In order to achieve what needs to be done while keeping the end goals in mind, stay focused. Focus on just one aspect of the work at a time. No responding to texts or internet browsing. Meier (2012), advised that students should focus on flowing value not spending time, focus on outcomes not activities and also learn how to deal with interruptions more effectively. Juneja (2015) noted that students should not waste time by loitering and gossiping around, taking long personal calls and also accepting everything which comes their way when studying. They will have ample time to catch up with their friends or log on to social networking sites. A polite “NO” in the beginning will save their reputations later.

2.4 Knowledge about Time that Influence Students Time Management Practices

Time as a resource has attributes that influence its use. The knowledge students have about time in the researcher’s context is the attribute of time. These attributes are referred to as characteristics. Characteristics of time include the fact that it is non-renewable, limited, measurable, irretrievable, money, a commodity and can be used with other resources. Also, it is relative, involuntary, as well as subjective.

Wilson (2016) explains that time is a most valuable non-renewable resource, and for it to be treated with respect, individuals need to set priorities. According to Walters (2011), time is the ultimate non-renewable natural resource. It is also the most democratic of resources. Every day, every living person is provided with 86,400 seconds. The richest person in the world has just as much as the poorest person, and every day individuals are presented with the same amount, no more and no less. No amount of money can buy additional time, and no one can be born into wealth of time. Brew, Offei-Ansah, Amissah and Amu (2013) also stated that time is a non-renewable resource because every hour that passes is gone. For example, first session of a particular students' year batch, once it is past will never come back to be used again. The next first session will be for a different year group. Time is finite and there is a specific amount. Every day students are allotted with the same amount of seconds, minutes, and hours. It is therefore important for students to assess from time to time how they are using their time, to see whether their personal goals and academic goals are being achieved.

Time is said to be limited since it has a definite amount that is, 24hours each day. No one can add to it if he or she thinks it is inadequate (Brew et al, 2013). Jobs (2020) added that individual's time is limited, so they should not waste it living someone else's life. Individuals of which students are not exempted should not be trapped by dogma - which is living with the results of other people's thinking. According to Helmenstine (2019), in classical mechanics, time is the same everywhere, synchronized clocks remain in agreement. Spacey (2018) described time limitation as absolute time. He said absolute time is the idea that time is constant across the entire universe for all observers. A Research guide (2019) in addition also stated, time is among the very few things that once lost can never be recovered. Money lost can be recovered; trust broken can be

amended; opportunity lost can be replaced by another opportunity. However, when time is lost it has gone forever. Time is always in motion. It does not stop for no one, rich or poor, famous or ordinary, Muslim or Christian, man or woman. Each person is given 24 hours a day to either utilize it or waste it away. Time waits for nobody, but it gives everybody equal duration to follow their dreams or waste them. Since it cannot be contained, people are only gifted with the power of memory to capture all the great moments that made their lives worthwhile.

Another attribute of time to be discussed is time is measurable. According to Agarwal (2019), time is the progress of the universe and is a very measurable thing just like mass. This makes time one of the most fundamental parts of the society. Its importance is just immeasurable. He further said that today the best way to measure time is through measuring the rate of decay of caesium in an atomic clock. Brew et al (2013) also stated that the amount of time available to individuals can be measured in seconds, minutes, hours, days, weeks, months, etc. Time is a component quantity of various measurements used to sequence events, to compare the duration of events or the intervals between them, and to quantify rates of change of quantities in material reality or in the conscious experience (Merriam-Webster Dictionary, 2012, Compact Oxford English Dictionary, 1971, Internet Encyclopedia of Philosophy, 2010, Dictionary.com, 2010, Ivey & Hume, 1974; Le Poidevin, 2004). Spacey (2018) added that time can be measured at regular intervals known as seconds which is a fundamental measurement that is important to practically every human pursuit including science, art, business and daily life.

Another attribute of time is irretrievable since it moves only in one direction. It is possible to move forward in time, but not backward (Carter, 2009). Time is the indefinite continued progress of existence and events that occur in an apparently irretrievable succession from the past, through the present, into the future (Oxford

Dictionary, 2011, Webster's New World College Dictionary, 2010; The American Heritage Stedman's Medical Dictionary, 2002). According to Helmenstine (2019), physics equations work equally well whether time is moving forward into the future (positive time) or backward into the past (negative time.) However, time in the natural world has one direction, called the arrow of time. The arrow of time is the theory that time moves in a single direction from past to future. Uggerhoj, Ulrik, Rune and Jan (2018) also stated that the question of why time is irreversible is one of the biggest unresolved questions in science. However, one explanation is that the natural world follows the laws of thermodynamics. The second law of thermodynamics states that within a closed system, the entropy of the system remains constant or increases. If the universe is considered to be a closed system, its entropy (degree of disorder) can never decrease. In other words, the universe cannot return to exactly the same state in which it was at an earlier point and therefore, time cannot move backward. According to Brew et al (2013), one cannot get time back once it is gone whether it was used well or whether the specific goals for which it was to be used have been achieved or not.

Time is money is also one of the attributes of time. Chayka (2017) explained that the saying is intended to convey the monetary cost of laziness, by pointing out that when one is paid for the amount of time one spends working, minimizing non-working time also minimizes the amount of money that is lost to other pursuits. Ganel (2019) added that as most of people understand and use the phrase, it admonishes them to not waste time, since wasted time equals wasted money. Wangza (2017) and Lee (2018) stated, time is money means that in order to earn money, one must act and therefore use one's time (which is not infinite). It also means time is a valuable resource (because the time in this world is finite), so it is better to do things as quickly as possible. Alternatively, spend time and effort on things that get the expected results.

Another characteristic of time is, time is a commodity. Prasad (2020), noted that time is only a commodity due to limits on other aspects of life and on life itself. He further stated that people are assets and they have roughly 90years to contribute to humanity. Once they are dead, the asset is lost. Therefore, the logical thing to do here is to make use of the asset in a timely and organized manner until they are dead. Ajayi-Obe (2020), further explained that unlike tangible commodities (money, food, gold, etc.) that can be acquired when lost, it is impossible to replace time which have been wasted. He noted that time is the most valuable commodity. So precious that it cannot be bought. Once lost, it can never be replenished.

Time is of essence being another attribute of time is a term used in expressing “the need for timely completion” that is indicating that one or more parties to the agreement must perform by the time to which the parties have agreed if a delay will cause harm (Garner, 2001; Foundation Development Corp. v. Loehmann’s Inc, 2015). Time as a resource which is used with other resources may be explained that students may have energy and other resources but they also need time to perform the task otherwise they may not accomplish their goal (Brew et al, 2013). Spacey (2018) termed this as time requirement. Time appears to be a requirement for anything to happen. In other words, nothing occurs in an instant without the progression of time.

Time is relative or Time dilation as a characteristic of time is the idea proposed by Albert Einstein's theory of special relativity that suggests that time slows down if one is moving fast or if he or she is in a gravitational field (Overbye, 2015). Einstein (2021) stated that time is relative. To put it in another way, one's frame of reference affects how quickly time passes. When compared to a second in another reference frame, a second in one's reference frame could be longer. The faster a clock moves, the slower time passes according to someone in a different frame of reference. American Museum

of Natural History (2021), added that time seems to follow a universal, ticktock rhythm. But it does not. Just as observers in two different frames of reference do not always agree on how to describe the motion of a bouncing ball, they also do not always agree on when an event happened or how long it took. A second in one's reference frame may be longer compared to a second in another reference frame. According to Helmenstine (2019), this can result in time dilation, where the time between events becomes longer (dilated) the closer one travels to the speed of light. Moving clocks run more slowly than stationary clocks, with the effect becoming more pronounced as the moving clock approaches light speed. Clocks in jets or in orbit record time more slowly than those on earth, muon particles decay more slowly when falling, and the Michelson-Morley experiment confirmed length contraction and time dilation. According to Neil (2003), time dilation is the difference between the passage of time as indicated by two clocks. Either a difference in gravitational potential between their locations or a difference in their relative velocities are to blame.

Time is also said to be subjective. According to Wanterfall (2021), subjective time can have various meanings. It sometimes refers to a person's subjective impression of the speed at which time passes, something that varies from person to person and also according to the situation. He again referred subjective time to one of the ways indeed, the commonest way in which individuals think and feel about the past, the present and the future. Frank (2021) stated that the most direct knowledge people have of time is subjective. It involves a sense of passage that is an unbroken flow of experience. Time is a continuous process. Time may not stop, but it can surely slow to a crawl or fly by before it is known. The way this continuous passage is experienced varies from person to person and within the singular person. This variation depends on individuals changing moods and interests. This means that individuals' concrete actual experience

of this passage is subjective and private rather than shared and public. Wittmann and Wassenhove (2017) also stated that people commonly report the sensation that time feels slow or fast depending on the situation. This is commonly viewed as variations in human perception as opposed to an actual ability to slow time itself. Arstila (2012) added that the experienced speed of the passage of time is not constant as time can seem to fly or slow down depending on the circumstances one finds him or herself in. During lectures, some students see time inevitably flying by why others do sometimes note that it is dragging by in a slow pace until the end of recorded time. For some students, it can fly by with the bittersweet swiftness as lovers part at train stations, airports and seaways, wishing so to stop time and let this moment go on forever. This is due to the way they feel about the passage of time personally thus making time subjective.

Time has an attribute of being involuntary due to the fact that time is often described as a 4th dimension with the others being length, width and height. Unlike the other dimensions, moving through time appears to be involuntary. In theory, one can stop at a point in space and stand there for a while although the planet earth and Milky Way galaxy are actually moving. It does not appear to be possible to do the same with time as one moves through it without an ability to stop (Spacey, 2018). When sandwich students are aware of these attributes of time and apply them in their lives on campus, they will be able to achieve any set goals. In other words, when students really understand that time is a finite resource, they will begin to cherish every second of it.

2.5 Activities of Students

Student activities (also known as campus activities) are student-focused extracurricular clubs and programmes offered at a college or university. As students, there can be many things to do. In this case, studying the lessons and subjects are important since it is the

main goal of studying in the college or university. However, there are also many activities offered and provided by the colleges for the students. Student activities are generally designed to allow students to become more involved on campus. Often, such activities make students create balances thus providing the students with opportunities to develop leadership, social responsibility, citizenship, volunteerism, and employment experience (Student Affairs, 2015).

2.5.1 Recreational Activities

Recreation is described as the act of creating something a second time or as the act of playing and relaxing in order to rejuvenate one's mind, body, or spirit (Your Dictionary, 2021). Recreation is a leisure activity, with leisure being unscheduled time (Yukic, 1970). The "need to do something for recreation" is an essential element of human biology and psychology (Daniels, 1995 pp. 271). Activities that are classified as "recreational" are frequently performed for amusement, pleasure, or enjoyment. In the late 14th century, the word "recreation" appears to have been first used in English, initially in the sense of "refreshment or curing of a sick person and derived turn from Latin (re: "again", creare: "to create, bring forth, beget") (Etymonline Dictionary, 2021).

While one perception is that leisure is just "spare time", time not consumed by the necessities of living, another holds that leisure is a force that allows individuals to consider and reflect on the values and realities that are missed in the activities of daily life, thus being an essential element of personal development and civilization. This direction of thought has even been extended to the view that leisure is the purpose of work, and a reward in itself (Yukic 1970) and "leisure life" reflects the values and character of a nation (McLean, Hurd & Rogers, 2005). Leisure is considered a human

right under the Universal Declaration of Human Rights (Universal Declaration of Human Rights, Article 24 (Text of Resolution)).

2.5.2 Social Activities

Social activities are activities which are useful for students to build better relationship with others. The social aspects are needed to create great balance with the academic aspects. There are many kinds of social activities to find in universities. This is possible to happen since students in university can be from various backgrounds. Their origin, faiths and beliefs, cultures, and other things can be so various among students, so this can be great chance to get social understanding. By joining, students can learn how to socialize and interact with others, while learning also about other things related to the other students (Intergenerational Center Temple University, 2019)

2.5.3 Academic Activities

Student academic activities refer to clubs and programmes specifically focused on helping a student in the academic sense. These can be major-based, area of study-based clubs, or programmes and events designed to educate students in any scholarly subject matter (Intergenerational Center Temple University, 2019). Law Insider Dictionary (2021) also defined academic activity as any assigned work or project used to determine academic credit, including (but not limited to) an examination, writing project, take-home test, or other project or any competition, activity, or project sponsored or sanctioned by the university in which the student participates for the purpose of gaining an academic advantage.

2.5.4 Religious or Spiritual Activities

According to Intergenerational Center Temple University (2019), student religious or spiritual activities refer to clubs and programmes that allow students to connect with

other students of similar faiths, practice their chosen faith, and/or learn about other faiths. Many schools have a faith centre where these sorts of programmes take place. Aichinger (2009), also defined religious activities as any activity that “primarily promotes or manifests a particular belief in or about a deity or ultimate reality,” and “political activities,” defined as campaigning or lobbying

2.5.5 Sleep and Relaxation

Sleep is a naturally recurring state of mind and body, characterized by altered consciousness, relatively inhibited sensory activity, reduced muscle activity and inhibition of nearly all voluntary muscles during rapid eye movement (REM) sleep (Ferri, Manconi, Plazzi, Bruni, Vandi & Montagna, 2008) and reduced interactions with surroundings (Brain, 2021). It is distinguished from wakefulness by a decreased ability to react to stimuli but more reactive than a coma or disorders of consciousness, with sleep displaying different, active brain patterns (Krueger, Marcos, Wisor & Roy, 2015).

Relaxation is a process that decreases the effects of stress on one’s mind and body. Relaxation techniques can help students cope with everyday stress and with stress related to various health problems, such as heart disease and pain. When faced with numerous responsibilities and tasks or the demands of an illness, relaxation techniques may not be a priority in students’ life. Practicing relaxation techniques can have many benefits, including: slowing heart rate, lowering blood pressure, slowing one’s breathing rate, improving digestion, improving sleep quality, lowering fatigue, reducing anger and frustration, boosting confidence to handle problems etc. (Mayo Clinic Staff, 2021).

2.5.6 Communication (Making and Receiving Calls)

Communication (from Latin *communicare*, meaning "to share") is the act of developing meaning among entities or groups through the use of sufficiently mutually understood signs, symbols and semiotic conventions (Harper, 2013; Shannon, 2017). Skills You Need (2021) also stated that communication is simply the act of transferring information from one place, person or group to another. Every communication involves (at least) one sender, a message and a recipient.

2.6 Challenges Students Face when Managing Time

Time management is not just the recording of tasks and appointment but rather a set of principles, habits and skills that help one does his or her job and be productive. It is the art of dedicating the right amount of time for the right activity. However, there are some challenges that will make time management not easy. By recognizing these challenges, one will be able to manage his or her time more intelligently. Here are some challenges or barriers of an effective time management.

Procrastination is one of the most common problems affecting the functioning of time management. It is probably one's worst enemy. Procrastination is the action of delaying or postponing something (Kirst-Ashman & Hull, 2016). It could be further stated as a habitual or intentional delay of starting or finishing a task despite knowing it might have negative consequences (Ferrari & Roster, 2017). Brott (2008) and Walsh (2008) pointed out that, procrastination has been found to be one of the biggest challenges in effective management of time and most common causes of procrastination have been suggested as poor time management. There is nothing more detrimental to one's concentration and true potential than going around in circles and making excuses about not getting down to real work. Not only does it create a huge backlog but it also makes

one feel guilty about not having started his or her work, especially if it is urgent. Delaying one's tasks for tomorrow leads to the loss of time for now and tomorrow. Students should remember that when they delay a task, they must delay another task of tomorrow's list. Students should start working on urgent tasks and think about which tasks they are delaying for tomorrow and how they are going to compensate the time for it (Maja, 2017; Kurdo, 2017). Magoosh (2021) added that procrastination is the most obvious result of poor time management. Students who do not have control over their time end up letting tasks sit until the last minute and then they feel a lot of stress when they try to play catch up. Therefore, they should try as much as possible not to procrastinate.

Failing to prioritize is also another challenge students face in time management. According to Mrsic (2021), students sometimes identifying top priority tasks can be overwhelming if most of their tasks require the same level of dedication. For example, a student had just started working on a high-priority task and while in the middle of brainstorming some brilliant ideas with his or her team a colleague steals his or her attention by pointing out that he or she needs to refocus on an urgent issue that has just come up. Students have to know that some tasks are important, but they are not urgent (prevention planning improvement), while others are urgent and also important (Crises or emergencies). There are some tasks that are not important but urgent (Interruptions and others), neither urgent nor important (time wasters). Students fail to realize these and attend to any situation they find themselves in (Kurdo, 2017).

Some students tend to lack motivation. According to University College London (2015), sometimes having to do all that studying and catching up with time can be overwhelming because together with the studying can come a wave of questions where one doubts his or herself on a personal level with thoughts. These thoughts are subtle

but can lead to difficult feelings that interfere with motivation. People sometimes have enough time to work on their goals. Unfortunately, they lack the motivation to take the first step. Even if they somehow gather the enthusiasm, they lose steam shortly, leaving the goal unaccomplished (Productive Club, 2021).

Failing to manage numerous distractions is also a challenge students face in managing time. According to Dudovskiy (2012), one of the main time management challenges include distractions. A distraction takes one's attention away from the task in front of him or her to focus on something else, often something more interesting" (Evans, 2008). According to Maja (2017), while a variety of communication channels and social media platforms allow individuals to communicate more easily, they are also the main cause of distraction that is experienced both in life and business. Whether it is the phone that keeps ringing or notifications that one keeps getting from either chat or social media groups, they interrupt one's workflow and break one's creative process. Aside social media distractions, students are distracted by their friends on several occasions and they are unable to say no to them. Kurdo (2017), stated that lack of enough courage to say no to some tasks can present a big problem for an effective time management. Students always tend to say yes to their friends, needs and wants and end up getting nothing achieved.

Students face a challenge of fear of failure. When students are afraid of working on a task, two problems will occur; first, they tend to delay it, and second, they keep thinking about it which will consume a lot of energy out of their brains. As much as they would like to stay focused on the task, they sometimes lose track and find themselves doing a bundle of low-priority things that not only eat their energy and time but also have little or no impact on the final outcome they are trying to achieve. There is a golden rule that says: "the tasks that people are meant to complete but are not working on will wear

them out more than if they did work on them". Since the task must be completed, just do it at the appropriate moment (Maja, 2017).

Ineffectively scheduling tasks is also a challenge students face when managing time. According to Franklin (2020), learning how to schedule one's time efficiently so that tasks can be completed in the allotted time can be a real challenge. Students are fond of ineffectively scheduling tasks and because of this, their efforts to seamlessly complete their daily tasks regardless of how demanding they are fall flat. ActiTime (2020) affirmed that, when scheduling tasks, students tend to choose urgent tasks with objectively lower payoffs over important tasks with more significant and long-term consequences. Students fail to realize that the level of one's productivity does not only change from day to day, depending on a number of factors, but it also varies from person to person (Maja, 2017). Starting a task without a schedule is like starting out on a trip without a map or directions. No matter the size or scope of the task, the schedule is the key to task performance and success (Hannan, 2011). While some people are at the peak of their productivity the moment they open their eyes in the morning, others tend to show their maximum potential once the sun sets. Ineffectively scheduling of tasks can also be as a result of late starting of a day. Starting one's day late triggers a domino-effect. Students have to reschedule most of their tasks which make them feel rushed throughout the day (Maja, 2017).

Students trying to multitask and lacking skills in focusing on high value task creates a challenge for them. Hennig (2019) explained that students spend too much time on the small details and this keep them from making progress towards their goals, and ultimately impact their bottom line. She further stated that when one focuses his or her time and attention on things that are not their area of expertise, and could possibly be outsourced, he or she is wasting precious resources and brain power on tasks that do

not move him or her forward. Most students strive to become proficient at what they do which makes them usually fall into the trap of multitasking. Multitasking does not allow students to prioritise. They may be performing the most important task of the day along with the most mundane. Not every task is equally important (Pawar, 2016). Theoretically, multitasking is feasible if students have to get on top of their workload. However, doing many things at the same time prevents them from focusing on all their tasks equally and takes much more of their time than completing their tasks in a sequence. In other words, if students want to be good at multitasking they need to be super-organized and maintain a high level of concentration, creativity, and precision. Students fail to acknowledge the fact that multitasking is not for everyone and so they have to choose their battles carefully (Maja, 2017).

One more challenge students face in managing time is skipping on breaks. This may sound counter-productive but it is really important for students to incorporate into their daily routine to see the results in the long run. Regardless of whether a person is working on urgent tasks or completing some minor errands, setting some time aside to have a break is simply an imperative. Most students do not regard breaks as a necessity and so tend to skip them frequently. According to a study conducted by Draugiem Group, our brains simply were not built to focus for eight-full hours. The only reasonable solution is to step away and do something not related to one's job – eat, go for a quick walk, exercise, or simply do nothing and relax. This should help one clear his or her thoughts and gain more psychological energy for the work (Evans, 2014).

2.7. Strategies Students Employ in Meeting the Challenges they Face.

Time management requires discipline, planning, a strong attitude, and the help of a few good tech tools. But if students get it right, it will definitely pay off in terms of higher

productivity and lower stress levels. If it can be done today, do it today. This golden rule should be the motto of students if they want to make the most of their time (Arvidsson, 2016). Maja (2017), added that the best way for students to avoid this scenario is to devote a small amount of their time to start the task. This will trigger their imagination, draw their attention and soon they will be entirely involved in the project. If that does not help, students should try breaking the task into manageable pieces. That will also help them with time tracking and will leave them with a clear overview of how much time they will need to accomplish it.

Arvidsson (2016) stated that, never procrastinate. Take it a step further: If one's schedule changes, and he or she finds extra time before the end of the day, he or she should start on the next day's tasks without thinking twice. It is much better for the week to be finished earlier on Friday than it is to get stuck working on a last-minute project. University College London (2015) added that when faced with a procrastination challenge, do not blame oneself for procrastinating now and then. Try to become aware of the habit and gently go back to the task sooner rather than later. There are some strategies students employ to meet the challenges they face when managing time.

Prioritization is one of the strategies students employ to cope with their challenges. Learning how to prioritize is a lesson in time management. According to Crespo (2020), priorities can serve a significant purpose in the lives of individuals and students are not exempted. Prioritizing helps students keep things organized and gives their everyday routines a bit flow to them. This is especially true for society today. Losing sight of our priorities is easy to do when there is uncertainty knocking around every corner. There is hope that sticking to regular routines and gathering up one's priorities will not only help curb any negative feelings but also give a sense of accomplishment throughout

hard times. For students to efficiently execute any project, they need to decide which stages or components of the project are most important to them and the impact of each stage or component in the short, medium, and long terms. In other words, students must figure out which tasks or activities will deliver the best returns. That way, they can prioritize these over less important tasks (Arvidsson, 2016).

According to McPheat (2019), students need to set priorities and determine the difference between urgent and important. When students go home from lectures and realize they have been really busy, but not actually accomplished very much, it shows that they have been working on the urgent at the expense of the important. Students should set themselves realistic deadlines and see if they can keep to and delegate more often. Maja (2017), added learning how to prioritize is a process and students need time and experience to find out the most efficient technique, that is, the one that works best. There are tools like action priority matrix or google keep that can help them prioritize and maintain a stable productivity level. Students should prioritize their tasks accordingly. The urgent tasks would be on top of their list, then the important ones. Without having priorities, students might end up consuming their time on something less urgent and important (Kurdo, 2017).

Another way of coping is by managing numerous distractions. According to Society Insurance Human Resources (2021), distractions will always come up when one is at work, but how one manages the distractions will make all the difference. Arvidsson (2016), stated that no matter how hard students try, they will get distracted here and there. That is a fact of life. The best thing for students to do is to accept that distractions will happen and so they should try to incorporate them into their schedule. Maja (2017), noted that if a distraction takes up too much of students' time, they will find themselves greatly behind on work. So, students should get to know which

distractions tend to drain too much of their time and then make every effort to avoid these distractions. She advised that students should turn off all the notifications and chat and schedule time free from interruptions and also minimize the time they spend on things that do not have much impact on their studies. In addition to what Maja said, McPheat (2019) stated that if anybody just drops in, a student should be able to tell that person he or she will get back to him or her when 100% attention can be given to that person and if it is a phone call he or she should tell that person he or she will call him or her back. Doing this as a student will help overcome any poor time management tendencies. MindTools (2021) also added that whether distractions come from emails, chats, colleagues in a crisis, or phone calls from family and friends, students should try to minimize them since distractions prevent them from achieving their aim.

Dealing with fear of failure is also another coping strategy students adopt when facing time management challenges. Before one accepts a challenge, he or she must think about how much time he or she has and where he or she fits it in his or her schedule. Students must embrace changes because it is the only way out of a messy life (Kurdo, 2017). The entire life of every individual (including students) is a learning process. Every time individuals dive into a new project, they face a number of hurdles, but they also learn how to jump over them along the way. While striving towards getting the best performance, one needs to keep in mind that he or she does not have the luxury to complete every task to perfection. Everyone's time is limited and if students do not want to stay overtime, they have to sometimes be satisfied with good. They should not let perfect be the enemy of good as they say (Maja, 2017) or to those students who like to be in control, the very thought of this is likely to provoke a bit of anxiety. The truth of the matter is that no matter how good a student is, he or she cannot do everything. Sometimes, he or she can take on more than he or she can handle. Students should know

that delegation is not a sign of weakness, but a sign of intelligence and so, they can find competent, reliable people and share some of their responsibilities. It will allow them to be less stressed and more productive (White, 2018).

Task scheduling is also a necessity to students when coping with time management challenges. According to Whetten and Cameron (2002), with a clear personal mission and objectives, time can be scheduled with a definite purpose in mind. On a daily or weekly basis, making a "to do" list and scheduling time helps ensure that the important tasks will be completed. There will be times when one simply cannot get everything done. But, by scheduling what is important first and then trying to get to the less important tasks in one's remaining time, increases the odds that what is really important will be accomplished. Students should admit that there are always more tasks they need to do than they think. They can simply solve this problem by identifying the time required to finish each task before jotting them down on their schedule. Thus, they will be able to distribute the tasks over their schedule as per their time meter (Kurdor, 2017). Students must keep to the scheduled tasks. They should start improving their time management skills by organizing their days and weeks in advance. There will always be surprises, but it is likely that they have an idea about the kinds of tasks and responsibilities they have to deal with every day (Arvidsson, 2016). The easiest way to balance one's time is to find out what his or her peak time is and allocate that time for doing top-priority work instead of spreading it on completing some less important, repetitive tasks (Maja, 2017). Arvidsson (2016) advised that if a student is feeling a little lost, he or she can spend a week or two tracking every single thing he or she does each day. This will help him or her identify patterns and recurring tasks, which he or she can then incorporate into his or her schedule.

Multitasking counts a lot when dealing with challenges they face in managing time. Students fail to recognize the fact that multitasking is not for everyone so they have to choose their battles carefully. Students should know that whenever the circumstances allow it, they should forget about multitasking and focus on one task at a time. This will help them produce high-quality work and give them a sense of completion. If they have some minor tasks to deal with, they should try them out. For example, instead of doing one task each day, they should do the three days of minor tasks in one afternoon. This should help them focus on real work. Starting ones day late triggers a domino-effect. Individuals will have to reschedule most of their tasks and they will feel rushed throughout the day (Maja, 2017 & Kurdo, 2017). White (2018), further explained that multitaskers often seem to think they get more accomplished, but it is not always the most productive or efficient route. He noted that individuals' minds work better when they are truly able to focus and concentrate on one thing so sometimes, it would be wise for students to focus on one activity at time and then move to another. Instead of being the jack of all trades, be the master of one at a time.

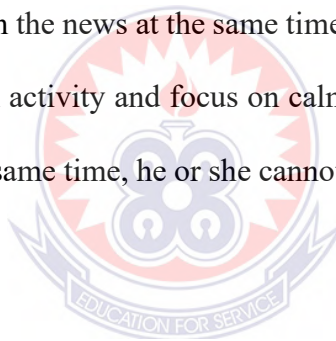
Having breaks between tasks is very important to students. According to Seiter (2014), University of Illinois psychology professor Alejandro Lleras explains: deactivating and reactivating one's goals allows him or her to stay focused," he said. "From a practical standpoint, research suggests that, when faced with long tasks (such as studying before a final exam or doing tasks), it is best to impose brief breaks on oneself. Brief mental breaks will actually help one stay focused on his or her task. For students to better control their schedule, they need to invest some time up front to identify the roadblocks that prevent them from getting things done. In the end, they are their own worst enemy when it comes to proper time management and they have to keep themselves in check (Maja, 2017).

According to Corporate Finance Institute (2019), no one can work for hours on end. Everybody needs a break to help them stay productive. It is harder to stay focused and motivated when doing a lot of tasks without a break. Students should allow some downtime between tasks to clear their head and refresh themselves. Consider taking a brief nap, going for a short walk, or meditating (Corporate Finance Institute, 2019). These breaks are especially important if one sits at the lecture hall all day long. Students can also use their breaks to try some stress management techniques, like breathing exercises, meditation, or yoga (Arvidsson, 2016). According to Society Insurance Human Resources (2021), although taking breaks sounds counterproductive, breaks are not meant for wasting time but it rather provides individuals with down-time to help them recharge. That is breaks help individuals refocus and prevent “decision fatigue” which refers to the deteriorating quality of decisions made by an individual after a long session of decision-making. Gass (2019) advised that the brain can concentrate on anything if it knows a break is coming soon so students should choose their most important task and do it first when their willpower is strongest and their mind freshest, then plan to devote their attention to the allocated time.

As a final but not least, staying focus is one of the coping strategies students adopt to meet time management challenges. Clear (2017) stated that focus is the key to productivity because saying no to every other option unlocks one’s ability to accomplish the one thing that is left. It is certainly not easy (or ideal) to be hyper-focused or “in the zone” all the time, but it helps one to know how to move into that state when he or she needs to be. Greater focus leads to greater productivity and greater productivity allows one to live the life he or she desires so well. Students are advised to give every task a dedicated time and their complete focus should be on that particular task. Since handling many responsibilities at one time leads to divided attention. The

prime focus should be on ‘finishing’ all the task within the stipulated time (Pawar, 2016).

According to American Pacific Mortgage (2020), taking time to work out and focus on activities is vital to goal achievement. GoDaddy (2021) added that students must identify what activities generate the highest returns, and then focus relentlessly on these behaviours to the exclusion of most other distractions. Students have to put in a lot of hours, but of equal importance, these hours have to be dedicated to the right type of work. Prachi (2015) realizing this advised students to develop the habit of using planners, organizers, table top calendars for better time management and also set reminders on phones or on personal computers. Pawar (2016) noted that a student cannot meditate and watch the news at the same time. Meditation would require him or her to shut down all brain activity and focus on calming him or herself. If he or she is watching the news at the same time, he or she cannot expect his or her mind to be calm without any reaction.



2.8 Conceptual Framework

A conceptual framework represents the synthesis of literature on how to explain a phenomenon. It maps out the actions required in the course of the study given the previous knowledge of other researchers’ point of view and observations on the subject of research. In other words, the conceptual framework is the researcher’s understanding of how the particular variables in his study connect with each other. Thus, it identifies the variables required in the research investigation. It is the researcher’s “map” in pursuing the investigation (Regoniel, 2015).

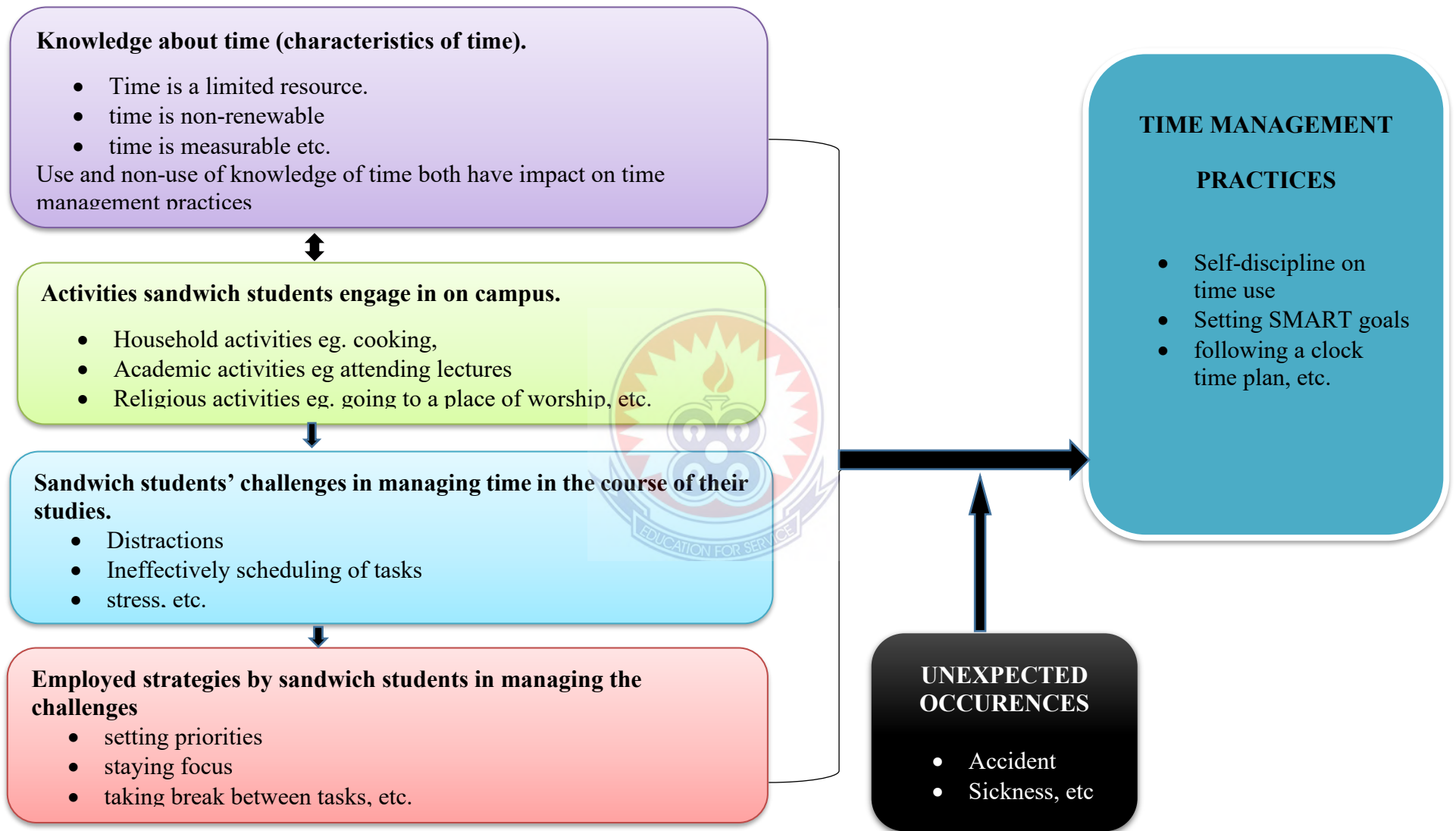


Figure 1: Students' Time Management Practices Framework

Source: Researcher's Construct, 2020

Figure 1 explains the fact that it is very essential for students to have knowledge about time. The use and non-use of knowledge of time both have impact on time management practices of students. This is because, when students make good use of the knowledge about time they have, it affects their time management practices positively whilst not using this same knowledge will have negative impact on their time management practices. Here, knowledge about time is the characteristics of time of which some are time is a limited resource, time is non-renewable and time is measurable. These knowledge about time cannot be applied when there are no activities to be done. When a student knows that time is limited, he or she tends to do things accordingly in order to accomplish whatever he or she has aimed for. Doing this affect student's time management practices positively. The knowledge about time can be linked to the Pareto Principle, or the 80/20 rule, which states that for many phenomena 80% of the result comes from 20% of the effort. Here, the 20% effort is the application of time traits or characteristics and the 80% result is the positive impact on time management practices that aids in goal attainment.

Just as time traits cannot do without activities, so it is for activities students engage in. Students who do not have knowledge about time engage in activities without being time conscious. Thus, without knowledge about time, students can spend their entire day on activities which may be irrelevant, hence, the interrelatedness of knowledge students have about time and activities students engage in on campus. Activities put into action are completed successfully due to the application of knowledge about time and based on activities or tasks to be accomplished, knowledge about time is applied.

For example, when a student wants food to be cooked by the time he or she finishes taking his or her bath, knowing that time is not on his or her side might go in for multitasking. In this sense, the knowledge that was applied based on the activities at

hand was time is limited which led to multitasking. Also, the time students spend on these activities will determine outcomes on time management practices whether positively or negatively. In putting plans into action, students are advised to be assertive thus being able to know when and how to say no to additional tasks that are unplanned. When this is done, it also leads to not only good management of time but also goal attainment.

When students do not apply the knowledge they have about time to the activities they engage in, they face some challenges. Some of the challenges include distractions, procrastination and ineffectively scheduling of tasks. The more challenges students face, the higher the negative influence on their time management practices. The challenges encountered serve as a barrier to effective time management practices. Hence, its linkage to the Pareto Principle, or the 80/20 rule.

Every problem has a solution. However, where there is no solution, there is a way to curb it. Students after facing these challenges employ some strategies to resolve those challenges. Setting priorities and staying focused are some of the strategies employed. The strategies employed by students depend on the challenges they face. Time management practices of students are affected positively when they are able to put into action the employed strategies. Learning to manage challenges through employed strategies falls under one of the assumptions of assertive theory which states that behaviour is learned. Sandwich students can learn to employ strategies to meet encountered challenges which in turn will aid in attainment of goals. The strategies identified can also be linked to the Pareto Principle, or the 80/20 rule, which states that for many phenomena 80% of the result comes from 20% of the effort. Here, the 20% effort is the employed strategies and the 80% result is the positive impact on time management practices that aids in goal attainment.

A student might have the knowledge about time, planned his or her activities and might have employed strategies. However, if the student is faced with unexpected occurrences such as sickness and accident, he or she will not be able to engage in any of the planned activities. Not to even talk about the application of knowledge about time or strategies employed to meet encountered challenges. This will therefore affect the student's time management practices negatively. The unexpected occurrence is a moderating variable. A moderating variable can either weaken or strengthen the dependent variable which is time management. In this framework, it weakens the dependent variable since it affects it negatively.

2.9 Summary

Time is one of the crucial resources in the lives of students especially sandwich students and every individual. Since the amount of time allotted to everyone including students in a day cannot be extended and there is a goal to accomplish, time management is a necessity. Time management is the judicious use of time to achieve aim or goals. Goals are what students strive for or what they wish to attain. Students who are able to practice good time management experience less stress, improved efficiency and are more successful in life.

Student's knowledge about time can have great influence on their time management practices. Knowledge about time in the researcher's opinion is the characteristics of time. Characteristics of time are necessity to every individual of which sandwich student are of no exception. Time appears to be a requirement for anything to happen in everyone's life. Therefore, it is important for students to assess from time to time how they are using their time, to see whether their personal goals and academic goals are being achieved. Irrespective of how sandwich students view or feel about time, they

should note that when they set a specific day or hour to complete their assignment, whether they were able to complete it or not, once that time is past, they cannot retrieve it.

Students may allocate time to the various activities they engage in. However, students during the engagement of these activities with respect to the allotted time tend to face some challenges when managing their time to complete those tasks. Procrastination, failing to prioritize task and not taking break between tasks are some of the challenges students face. The challenges faced by students may vary from person to person.

Students when faced with these challenges find themselves unable to complete tasks at the end of the day. When students are faced with these challenges, they tend to employ some strategies to meet them. Some students try to manage distractions, others take breaks between tasks while some also prioritize tasks according to their importance. The strategies students employ depend on the challenges they face.

To conclude, students especially sandwich students are advised to note that time management is a means to their goal attainment. Hence, they should endeavour to always inculcate its practices in their daily lives for the betterment of their lives both on campus and outside campus.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was used to conduct the study. It provides information on the research paradigm, approach, design, setting of the study, population, sample and sampling procedure, instrument for data collection, data collection procedure, data analysis procedure and ethical considerations.

3.1 Research Paradigm

According to Nirod (2005), a research paradigm is an approach or a research model to conducting a research that has been verified by the research community for long and that has been in practice for hundreds of years. Though basically there are two paradigms; positivist approach and interpretivism approach, but there are several other paradigms emerged from these two especially in the social science research.

The research paradigm that was used for the study was positivist paradigm. Antwi and Kasim (2015), explained positivist paradigm as a research paradigm that is preferred due to its empirical nature to study facts and it is always followed by quantitative research. The positivist paradigm was first proposed by a french philosopher, Auguste Comte (born in 1798 at Montpellier, France and died in 1857 at Paris). The positivist paradigm defines a worldview to research, which is grounded in what is known in research methods as the scientific method of investigation (Comte, 1856). The positivist paradigm was used because positivism is closely associated with quantitative methods of data collection and the researcher wanted to stay objective and be independent. Independent means maintaining minimal interaction with research participants when carrying out the research (Wilson, 2010). Also, the larger sample size used in the study

is valued by this paradigm over smaller samples. Thus, objective data collected across a large sample are superior to data gathered through smaller samples. Larger samples improve consistency in data and representation of the population characteristics, facilitating better generalizations regarding the causes of phenomena (Hansen, 2004).

The positivist paradigm also supports the formulation and testing of hypothesis. Hence the use of this paradigm. In this study, operational definitions and mathematical equations, calculations, expressions were used to derive conclusions (Fadhel, 2002). It aims to provide explanations and to make predictions based on measurable outcomes. Those measurable outcomes are undergirded by four assumptions that Cohen, Manion and Morrison (2000), identified as determinism, empiricism, parsimony and generalizability.

The assumption of determinism means that the events observed are caused by other factors. Therefore, to understand casual relationships among factors, there is the need to be able to make predictions and to control the potential impacts of the explanatory factors on the dependent factors. It was based on this assumption that hypothesis was formulated to guide the study. In relation to the empiricism, not only was formulated hypothesis tested but also research problem was investigated and empirical data was collected. The assumption of empiricism indicates that to be able to investigate a research problem, there is the need to be able to collect verifiable empirical data, which support the theoretical framework chosen for research and which in turn will test the hypotheses formulated (Cohen, et al, 2000). Finally, the generalizability assumption advocates the use of quantitative research methods as the bedrock for precision in the description of the parameters and coefficients in the data that are gathered, analysed and interpreted, to enhance the understanding of relationships embedded in the data analysed (Cohen, et al, 2000). Hence the reason for choosing this type of paradigm.

3.2 Research Approach

Quantitative research approach was used for the study. This approach was chosen because the study involves large number of people and the researcher intended to identify information by accumulating numerical data that can be turned into useful statistics. The researcher decided to gather data through the quantitative research method of a questionnaire because she intended to gain the opinions of respondents as well as gaining a wide range of responses from a variety of the population (Scribd, 2021). According to Coghlan and Brydon-Miller (2014), quantitative methodology refers to a set of strategies, techniques and assumptions used to study psychological, social and economic processes through the exploration of numeric patterns. Quantitative research includes methodologies such as questionnaires, structured observations or experiments and stands in contrast to qualitative research.

The use of quantitative research approach aided the researcher to collect and analyse data using numbers. The collected data was calculated by a computer through the use of Statistical Package for Service Solution (SPSS). Generalisation is possible with the use of quantitative research approach, so the data collected from the selected sample was generalised to the entire population of the study (Gorard, 2001 & Connolly, 2007).

Bryman (2001) opines that quantitative research approach is the research that places emphasis on numbers and figures in the collection and analysis of data. Imperatively, quantitative research approach can be seen as being scientific in nature. The use of statistical data for the research description and analysis reduces the time and effort which the researcher would have invested in describing the results.

3.3 Research Design

This study is a survey investigating time management practices among sandwich students in University of Education, Winneba. The type of survey that was used for this study is cross-sectional survey. This was because, the information was gathered at a single point in time. Thus, after the data has been collected from the selected sample out of their population, the researcher did not go back to collect data again. The gathered information from the sample was then generalised to the entire population. With the use of cross-sectional survey, a great deal of information was collected quite quickly. The researcher then was able to amass large amounts of information from a large pool of participants (Cherry, 2019).

Also, cross sectional survey when used for the study helped to prevent the situation that participants quit the study before data was fully collected since the data was collected all at once. Thus, data was collected within a semester and so the situation where all student will be able to come to school the following semester or not, did not affect the data collected for the study. Unlike longitudinal studies, which look at a group of people over an extended period, cross-sectional studies are used to describe what is happening at the present moment (Cherry, 2019).

3.4 Setting of the Study

The setting of the study was University of Education, Winneba. Winneba is located in Effutu Municipality in the Central Region of Ghana. The University of Education, Winneba (UEW) is one of the public Universities in Ghana mandated to train teachers for the education industry.

The University runs three sessions, regular, distance and sandwich sessions. Regular students spend sixteen weeks on campus while sandwich students spend five to seven

weeks. Distance students attend lectures on weekends. Though other universities may run the sandwich session, University of Education, Winneba was chosen for this study because, that was where the researcher observed the situation during her term of national service. The University of Education, Winneba has two main campuses, the Ajumako campus and Winneba campus. The Winneba campus has three satellite campuses; north, central and south campuses. The Departments selected for the study were Department of Early Childhood Education, Department of Basic Education, Department of Special Education and Department of Psychology and Education which is now Department of Counselling Psychology. They are all located in the Faculty of Educational studies block (FES) at the north campus.

3.5 Population

Kenton (2019) explains population as the entire pool from which a statistical sample is drawn. In this study, students in the University of Education, Winneba offering sandwich programme were the population. The target population for this study were Sandwich students in Early Childhood Education, Basic Education and Counselling Psychology departments of University of Education, Winneba. Sandwich students of these departments were the target population because of their short time frame of studies during their stay on campus. The accessible population were second year undergraduate sandwich students. They are the immediate past first year students who still have fresh memory of the situation at hand and therefore are in the best position to answer questions related to the study appropriately. Total number of the accessible population was 2,920 (Vice Chancellor's report, 2019). It was from the accessible population that a sample was drawn.

3.6 Sample and Sampling Procedure

For this study, the second session sandwich students were sampled because they have gained experience in the previous session and have the ability to answer the study questions fully. Responses from these selected students were generalised as responses from the entire population. Kenton (2019) explains population sample as a smaller group drawn from the population that has the characteristics of the entire population. A sample of three hundred and fifty-one (351) sandwich students was used. This sample size was derived from a formula known as Taro Yamane formula. According to ImperiorWriters (2016), the statistician Taro Yamane formulated the Taro Yamane method for sample size calculation in 1967 to determine the sample size from a given population. Below is the mathematical illustration for the Taro Yamane method/formula.

$$n = \frac{N}{1 + N(e)^2}$$

Where

n = sample size

N = population size

1 is constant

e = Margin of error (MoE), $e = 0.05$ (Chidi, 2014).

Thus

Sample size = Population size / (1 + Population size (Margin of error)²)

Where Population size = 2,920



$$\begin{aligned}
 \text{Sample size} &= 2,920 / (1 + 2,920 (0.05)^2) \\
 &= 2,920 / (1 + 2,920 (0.0025)) \\
 &= 2,920 / (1 + 7.3) \\
 &= 2,920 / 8.3 \\
 &= 351.807228915662
 \end{aligned}$$

Therefore, the sample size was 351

It is seen from the calculation that the sample size was three hundred and fifty-one (351) based on the total population of 2,920. After obtaining the sample size, simple random sampling technique, employing the lottery method (yes or no) was used to select the respondents from the various Departments. Simple random sampling technique was selected because it is a probability sampling technique which means that, every student has a chance to be chosen and this counts as fairness. Pieces of papers with “yes” or “no” were folded and put in a bowl for the respondents to select one each. Respondents who chose “yes” were separated from those who chose “no” and with the help of field trained assistants, the questionnaire was administered to the respondents to answer and this made the data to be collected one time. The students were informed of their participation of the study before the questionnaire was administered.

3.7 Instrument for Data Collection

Closed ended questionnaire was used to elicit information from the students. This was because, the target population were sandwich students who were on the UEW campus for a short period. Having thought that their workload was heavy and would have no time for interviews which comparatively takes a long time, questionnaire being one of the fastest ways of collecting data was chosen. According to McLeod (2018), a questionnaire is a research instrument consisting of a series of questions for the purpose

of gathering information from respondents. He alluded that questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people. Hence, its usefulness for large populations when interviews would be impractical. The question items were generated from the literature on various objectives of the study. The questionnaire comprised two sections: Section 'A' and 'B'. Section 'A' focused on background information including gender and age. Section 'B' comprised 5-points Likert scale items which was weighed as: Strongly Agree (SA)=5, Agree (A)=4, Neutral (N)=3, Disagree (D)=2, and Strongly Disagree (SD)=1.

For research question one, the knowledge sandwich students have about time was described as the characteristics of time that is known by respondents. It was measured by using 7 items of which each scored 5-point Likert scale. It was categorized as agreed if the responses were ≥ 3 of the mean score value and disagreed if the responses were below 3 of the mean score value. A follow up question that was asked was measured using 7 items of which each scored 4-point Likert scale (thus, very low, low, often and very often).

Research question 2 which talked about planning measures put in place by sandwich students on various activities they engage in was also described as the effective way of using their time to achieve their goals on campus. It was measured by using 8 items and each scored 5-point Likert scale. It was categorized as agreed if the responses were ≥ 3 of the mean score value and disagreed if the responses were below 3 of the mean score value. Some questions under research question 2 also indicated amount of time students spend on various activities they engage in. With this, students were required to indicate the amount of time they spend on the various activities provided in the questionnaire.

Research question 3 which was about challenges faced by sandwich students were described as the challenges they face when adjusting their time in the course of their study. It was also measured by using 22 items each scored 5-point Likert scale. It was categorized as agreed if the responses were ≥ 3 of the mean score value and disagreed if the responses were below 3 of the mean score value.

Research question 4 was about strategies sandwich students employ. The questions highlighted how they are able to cope when faced with those challenges. It was also measured by using 22 items each scored 5-point Likert scale. It was categorized as agreed if the responses were ≥ 3 of the mean score value and disagreed if the responses were below 3 of the mean score value.

Students were required to tick appropriately in correspondence to every question. Thus, after every question, if the answer is whether strongly disagree, disagree, neutral, strongly agree, or agree, students were supposed to tick SD, D, N, SA, A respectively.

3.7.1. Validity of Instrument

The researcher adopted the use of face and content validity to test for validity of the instrument. Validity refers to how well an instrument measures what it is intended to measure (Dudovskiy, 2018). Taherdoost and Group (2017), explained that in quantitative research, the researcher also needs to check on the validity of instrument because for a test to be reliable, it also needs to be valid. Face validity of the instrument was established by giving the prepared instrument to the researcher's colleague students to assess the structure, layout, alignment and configuration of the instrument in relation to the research questions. Comments from them helped to effect changes; layout, structure and configuration of the instrument in relation to the research questions before the instrument was administered.

Content validity of the instrument was ensured by the research supervisor who examined the research questions alongside with each item of the instrument in order to determine whether the instruments actually measured what they are supposed to measure. Comments from the researcher's supervisor helped to effect changes before the instruments were administered.

3.7.2 Reliability of the Instrument

To ensure reliability of the questionnaire, pilot test was conducted on 20 third year sandwich students of UEW. With the idea that their circumstances will not be too different from the exposure of that of the second year. Reliability is the degree to which an assessment tool produces stable and consistent result (Phelan & Wren, 2006). Questionnaires were sent to 20 third year sandwich students of UEW. The questionnaire consisted of 73 items and the value of Cronbach's Alpha was $\alpha=0.912$. This value indicates that the instrument used was reliable. Below is how values used in Cronbach's Alpha are interpreted according to survey vitals (2015).

Table 3.1: Interpretation of Cronbach's Alpha

| Cronbach's Alpha (α) | Internal Consistency |
|---|-----------------------------|
| $\alpha \geq 0.9$ | Excellent |
| $0.70 \leq \alpha < 0.90$ | Good |
| $0.60 \leq \alpha < 0.70$ | Acceptable |
| $0.50 \leq \alpha < 0.60$ | Poor |
| $\alpha < 0.50$ | Unacceptable |

Survey vitals, 2015

Cronbach's Alpha was developed by Lee Cronbach (1951) to provide a measure of the internal consistency of a test or scale; it is expressed as a number between 0 and 1. Cronbach's alpha coefficient is one of the common indicators used in the quantitative study. It is a crucial process for a researcher in choosing the instrument or developing

a new one to achieve the research objective as well as the quality of the instrument (Taber, 2018). Said (2018) also agreed that the reliability test is one of the most significant components of test quality which is involved with the reproducibility and consistency on the test. The reason of the Cronbach alpha to the instrument is to confirm that the items are measured by what is intended to be measured (Field, 2005).

3.8 Data Collection Procedure

In every research which involves participants, there is the need for the researcher to solicit and receive information from them. Prior to the actual data collection, ten field assistants were trained to help to collect data, and questionnaires were administered and explained using the English language. The researcher sampled out the second session sandwich students since they have experience in the previous session. Since students spend most of their time on campus, the researcher together with her trained field assistant administered the questionnaire on campus.

During the administering of questionnaires, students were feeling reluctant to answer but through the lecturers in the various departments, consequently, they spared some of their time for the data to be collected. Anytime we (the researcher and her trained assistants) entered a lecture hall where participants were, the researcher made the students know her intention and explained the purpose of the study to them so that they would have idea about the study. After the explanations about the study, with the help of some trained field assistants, folded papers were distributed (with inscription “yes” while some had “no” on them) for each student to choose one. Students who chose “yes” were separated from those who chose “no”. The questionnaires were given out and explained to those who chose “yes” to answer at that very moment. With the help of the trained field assistants, clarifications were made to respondents where necessary

and we collected the questionnaires after they had finished answering. The researcher together with her team used two weeks to collect the data.

3.9 Data Analysis Procedure

Data analysis was done quantitatively. The items developed on research questions 3 and 4 were many and therefore were grouped under themes for easy analysis. Descriptive statistics, specifically frequencies, percentages, means and standard deviation in Statistical Package for Service Solution (SPSS- version 22) were used to analyse the quantitative data. The results were presented in tables. Pearson Correlation coefficient was used to identify the relationship between sandwich students' knowledge about time and their time management practices.

3.10 Ethical Considerations

The purposes and the importance of the study were explained and informed consent was secured from each participant before the set of questionnaires were administered. Respondents were clearly told about the study and the variety of information needed. According to Kusi (2012), the participation of human subjects in research, must be taken care of to ensure that the participants are protected. Therefore, the researcher during the data collection, gave the respondents the chance to raise any question about the study and were made to understand that they were free to refuse or terminate the answering of questions at any point. Name of participants and any personal identifiers were not included in the study, and the confidentiality of the data was kept at all level of the study. This helped to promote confidentiality in the study. Additionally, all references were duly acknowledged to avoid plagiarism.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

In this chapter, the analysis of data collected and discussion of findings are presented. The presentation is in relation to the research questions and the hypothesis that guided the study are as follows:

Research Questions

1. What knowledge do sandwich students of University of Education, Winneba have of time that influences their time management practices?
2. What are the planning measures put in place by sandwich students of University of Education, Winneba in relation to various activities they engage in?
3. What challenges do University of Education, Winneba sandwich students face in managing their time in the course of their studies?
4. What strategies do University of Education, Winneba sandwich students employ in managing the challenges they encounter in relation to time management?

Hypothesis

1. H_0 : There is no significant relationship between sandwich students' knowledge about time and their time management practices.

4.1 Demographic Characteristics of Students

In collecting data for the study, demographic information about the respondents were obtained and presented in this chapter. The demographic data collected covered age, gender and marital status and the analysis were presented in Tables 4.1 to 4.5. The first

demographic characteristics of the respondents that was investigated was age. The study sought to find out the age distribution of respondents. The age distribution of respondents is presented in Table 4.1.

Table 4.1: Demographic Characteristics of Respondents

| Variable | Categories | Number of students | % |
|-----------------------|----------------------|---------------------------|--------------|
| Age range | 21-25 | 70 | 19.9 |
| | 26-30 | 124 | 35.3 |
| | 31-35 | 100 | 28.5 |
| | 36-40 | 53 | 15.1 |
| | 41 and above | 4 | 1.1 |
| | Total | 351 | 100.0 |
| Gender | Male | 113 | 32.2 |
| | Female | 238 | 67.8 |
| | Total | 351 | 100.0 |
| Programme | Early Childhood Edu. | 105 | 29.9 |
| | Basic Education | 105 | 29.9 |
| | Special Education | 90 | 25.6 |
| | Psychology and Edu. | 51 | 14.5 |
| | Total | 351 | 100.0 |
| Marital Status | Married | 219 | 62.4 |
| | Single | 132 | 37.6 |
| | Total | 351 | 100.0 |

Source: Field Work, 2020

From Table 4.1, 70(19.9%) students were within the age bracket of 21 and 25 years. On the other hand, 124(35.3%) students were within the age bracket of 26 and 30 years. One hundred (28.5%) students were also within the age bracket of 31 and 35 years. For age bracket of 36 and 40 years, 53(15.1%) students were within that range and 4(1.1%) students were 41 years and above. In Ghana, from age 18, one is eligible to work so it is suspected that majority of the respondents are workers, especially those within the age range of 26 and above. In this study, the age range of students were from 21 to 45 and above. Confirming what Kankam (2020) found in a sandwich survey that age ranges of sandwich students is between 20 and 40 and above.

Another demographic variable that was assessed was gender. Gender of respondents was also assessed to know those who enrol in this programme most whether females or males. Table 4.1 shows the gender distribution of students. One hundred and thirteen (32.2%) of the students were males while majority thus, 238 (67.8%) of the students were females. This indicates that in this study, there were more females students than males students. This is in line with what Egede and Ajudeonu (2018) stated. Female enrolment generally surpasses male enrolment for all the sandwich academic sessions. This is because the increase in female demand for placement buttresses the desire to balance gender drive for national development (Imakpokpomwan & Adeyemi, 2016).

Another variable discussed in Table 4.1 was the number of respondents from the various Departments. Table 4.1 indicated that, 105(29.9%) respondents were offering Early Childhood Education and 105(29.9%) respondents were also offering Basic Education. Again, 90(25.6%) of the respondents were offering Special Education programme whilst 51(14.5%) of the respondents were in the Department of Psychology and Education. The difference in the number of respondents in the various Departments was due to the fact that there were differences in the population of the students from the various Departments. Thus, students who offered Early Childhood programme and Basic Education programme were more than the number of students that offered Special Education programme as well as that of Psychology and Education programme.

Marital status on the other hand was another variable on Table 4.1 that helped to reveal the kind of activities respondents engaged in; such as travelling home to see the family or calling frequently to check on the family. Out of 351 students, 219(62.4%) were married whilst 132(37.6%) of them were single. It is expected that at a certain age, whether male or female, one should be married and it is not surprising that most of them

were married. This affirms what Nyarko-Sampson and Dabone (2016) stated, that most of the students on the sandwich programme are married.

The demographic information gathered points to the facts that, the age range of students were from 21 to 41 and above. Also, in this study, there were more females students 238(67.8%) than males students 113(32.2%). Again, majority of the students 105(29.9%) were offering Early Childhood Education as well as 105(29.9%) students also offering Basic Education. Quite a number of students 90(25.6%) were offering Special Education programme and 51(14.5%) of the students were offering Psychology and Education. A good number of them 219(62.4%) were married.

After the demographic analysis, the results on research questions were also analysed and are presented as follows.

4.2 Research Question 1: What knowledge do sandwich students of University of Education, Winneba have of time that influence their time management Practices?

In ascertaining the knowledge about time sandwich students of UEW have, information on characteristics of time was sought. Descriptive statistics, specifically means with corresponding standard deviation in Statistical Package for Service Solution (SPSS-version 22) were used to analyse the data. Each of the 7 question items scored 5-point Likert scale and it was categorized as agreed if the responses were ≥ 3 of the mean score value and disagreed if the responses were below 3 of the mean score value. Standard deviation measures the spread of quantitative data set. It is interpreted as a standard deviation close to zero indicates that data points are close to the mean value. Their responses in relation to characteristics of time are presented in Table 4.2 with the following interpretations; SD-Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree, T-Total, F-Frequency and %-percentage.

Table 4.2: Students' Knowledge about Time

| N ^o | Characteristics of Time | SD | D | N | A | SA | T | Mean | Std. Dev. |
|----------------|----------------------------|----------|---------|----------|-----------|-----------|------------|-------|-----------|
| | | F (%) | F (%) | F (%) | F (%) | F (%) | F (%) | | |
| 1 | Time is a limited resource | 36(10.3) | 29(8.3) | 36(10.3) | 132(37.6) | 118(33.6) | 351(100.0) | 4.305 | 1.255 |
| 2 | Time is measurable | 23 (6.6) | 20(5.7) | 31(8.8) | 150(42.7) | 127(36.2) | 351(100.0) | 4.029 | 1.156 |
| 3 | Time is irretrievable | 22(6.3) | 15(4.3) | 55(15.7) | 153(43.6) | 106(30.2) | 351(100.0) | 4.006 | 1.154 |
| 4 | Time is money | 24(6.8) | 21(6.1) | 25(7.1) | 128(36.5) | 153(43.6) | 351(100.0) | 4.032 | 1.151 |
| 5 | Time is a commodity. | 24 (6.8) | 16(4.6) | 29(8.3) | 150(42.7) | 132(37.6) | 351(100.0) | 4.048 | 1.144 |
| 6 | Time is relative. | 28(8.0) | 18(5.1) | 41(11.7) | 139(39.6) | 125(35.6) | 351(100.0) | 3.937 | 1.198 |
| 7 | Time is of essence. | 21(6.0) | 8(2.3) | 17(4.8) | 135(38.5) | 170(48.4) | 351(100.0) | 4.111 | 1.026 |

Source: Field Work, 2020

Table 4.2 shows sandwich students' knowledge about time. From the table, with the mean of 4.305 and a corresponding standard deviation of 1.254, majority of the respondents agreed that, time is a limited resource. This affirms what Research Guide (2019) stated, time is always in motion. It does not stop for anyone, rich or poor, famous or ordinary, Muslim or Christian, man or woman. Each person has 24 hours a day to either utilize or waste it. Time waits for nobody, but it gives everybody equal duration to follow his or her dreams or waste them. "Time is a limited resource" is in line with Pareto's 80/20 rule which states that students can identify 20% of things that can lead to success in order to produce 80% results. Thus, students who are aware of the fact that time is limited will see to it that they manage their time properly which in turn will yield a good result.

The statement time is measurable, had the mean and corresponding standard deviation of 4.029 and 1.156 respectively. This indicates that majority of the respondents agreed that time is measurable. This is in line with this statement, time is one of the most fundamental resources in the lives of individuals and the society that can be measured. Whatever time is, passage of time can be measured (insofar as time is the accumulation of identical, repeatable events) nearly a million times more precisely than any other physical quantity. Because time can be measured so much more accurately than other physical quantities, time offers a unique microscope with which to examine the mysteries of the universe (Aggarwal, 2004; Oates, 2017).

Another characteristic of time that was assessed was time is irretrievable, had the mean of 4.006 and a corresponding standard deviation of 1.154. This indicates that majority agreed to the statement, time is irretrievable. This agrees with the statement time once lost, can never be regained and also time is the indefinite continued progress of existence and events that occur in an apparently irretrievable succession from the past,

through the present, into the future (Oxford Dictionary, 2011, Webster's New World College Dictionary, 2010; The American Heritage Stedman's Medical Dictionary, 2002). 'Time is ir retrievable' can be linked to assertive theory which states that, in order to use one's time more effectively, there is the need to be able to say no to additional tasks from other people that affect the completion of set tasks. Students who are aware that they cannot get their time back once it is gone will say no to additional tasks from various directions which will cause them to waste time in order to achieve their personal and academic goals.

Time is money which is another characteristic of time had mean of 4.035 and a corresponding standard deviation of 1.151. This indicated that Majority of the respondents agreed that time is money. This affirms to what Wangza (2017) and Lee (2018) stated, time is money means that in order to earn money, one must act and therefore use one's time (which is not infinite) judiciously. It also means time is a valuable resource because time in this world is finite, so it is better to do things as quickly as possible. Alternatively, spend time and effort on things that get the results being looked for. Pareto's 80/20 rule can be applied by students with the knowledge time is money. Time is a valuable resource and therefore students must act and use their time wisely, when students do so to achieve both their personal and academic goals, then time is money will be one of the 20% causes that led to 80% effect. Hence the link between time is money and the Pareto's 80/20 rule which states that students can identify 20% of things that can lead to success in order to produce 80% results.

Another knowledge of time that was assessed was time is a commodity. With the mean and corresponding standard deviation of 4.048 and 1.144 respectively, there was an indication that majority of the respondents agreed that time is a commodity. This is in an agreement with this statement of Prasad (2020). Time is only a commodity due to

limits on other aspects of life and on life itself. He further stated that people are assets and they have roughly 90 years to contribute to humanity. Once they are dead, the asset is lost. Therefore, the logical thing to do here is to make use of the asset in a timely and organized manner until they are dead. Assertive theory which states that learning how and when to turn things down not only takes a load off peoples' plate can be applied by students who have the knowledge of time is a commodity. In doing so, it means that students are able to perform their selected tasks and roles to a much higher standard and with a lot more energy, instead of underperforming because they are overwhelmed. Students knowing that time is a commodity due to limits on other aspects of life, will try and turn things down and focus on whatever tasks they have planned to achieve their goals.

The statement time is relative had mean of 3.973 and a corresponding standard deviation of 1.198. This indicated that majority of respondents agreed to it that time is relative. This affirms to what Einstein (2021) stated, time is relative. In other words, the rate at which time passes depends on one's frame of reference. A second in one's reference frame may be longer compared to a second in another reference frame. The faster a clock moves, the slower time passes according to someone in a different frame of reference. This knowledge of time can be one of the 20% causes that lead to 80% effect. Since time differ from person to person, students can apply this in their day to day activities by not allowing themselves to be swayed by time reference in order to achieve their aims.

Another knowledge about time is time is of essence, thus, using time to express the need of urgency in action response. This statement was agreed by the majority with the mean and corresponding standard deviation of 4.111 and 1.026 respectively. This is in the affirmation of this statement, time is of essence means the need for timely

completion that is indicating that one or more parties to the agreement must perform by the time to which the parties have agreed if a delay will cause harm, thereby expressing the need of urgency (Garner, 2001; Foundation Development Corp. v. Loehmann's Inc, 2015). One of the 20% factors that results in an 80% effect is that time is of the essence. Thus, it is related to Pareto's 80/20 rule, which asserts that for 80 percent of results, students must be able to identify 20 percent of the possible success factors. Students that understand the importance of keeping to a schedule will never be late for any events they participate in because doing so could result in negative consequences.

The characteristics of time measured had the mean values from 3.937 to 4.305 with their corresponding standard deviation from 1.026 to 1.255. This indicated that the students have a fair knowledge on characteristics of time. Thus, students have exhibited a fair knowledge about time.

4.2.1 How does the following knowledge you have about time influence your time management practices?

This question is a sub question under research question 1 which sought to investigate how often the knowledge students have about time influence their time management practices. The interpretation of the mean outcome for this question differ from the rest because of its four-point rating scale (thus very low, low. often and very often). See appendix B. That means the total mean is 4. Mean values from 2.5 to 4 is of the majority whilst mean values less than 2.5 are of the minority. Also, standard deviation that measures the spread of quantitative data set, is interpreted as a standard deviation close to zero indicates that data points are close to the mean value. Sandwich students' responses to seven (7) questions that were asked are presented in Table 4.3 with the

following interpretations; VL-very low, L-low, O-often, VO-very often, T-Total, F-Frequency and %-percentage.



Table 4.3: Influence of Students' Knowledge about Time on their Time Management Practices

| Characteristics of time | VL | L | O | VO | T | Mean | Std. Dev. |
|----------------------------|----------|----------|-----------|-----------|------------|-------|-----------|
| | F (%) | F (%) | F (%) | F (%) | F (%) | | |
| Time is a limited resource | 29(8.3) | 13(3.7) | 146(41.6) | 163(46.4) | 351(100.0) | 3.267 | 1.552 |
| Time is measurable | 37(10.5) | 19(5.4) | 143(40.7) | 152(43.3) | 351(100.0) | 3.595 | 1.382 |
| Time is ir retrievable | 23(6.6) | 24(6.8) | 127(36.2) | 177(50.4) | 351(100.0) | 3.564 | 1.371 |
| Time is a commodity. | 44(12.5) | 19(5.4) | 115(32.8) | 173(49.3) | 351(100.0) | 3.717 | 1.359 |
| Time is money | 17(4.8) | 25(7.1) | 117(33.3) | 192(54.7) | 351(100.0) | 3.268 | 1.551 |
| Time is relative | 17(4.8) | 18(5.1) | 127(36.2) | 189(53.8) | 351(100.0) | 3.666 | 1.404 |
| Time is of essence | 39(11.1) | 39(11.1) | 137(39.0) | 149(42.5) | 351(100.0) | 3.618 | 1.405 |

Source: Field Work, 2020

From Table 4.3, with the mean of 3.267 and a corresponding standard deviation of 1.552 to the statement, time is a limited resource. There is an indication that majority of the respondents agreed that the statement time is a limited resource often influence their time management practices. Time can be measured also often influence time management practices of respondents based on the mean 3.595 and a corresponding standard deviation of 1.382 in table 7. Majority of respondents with the mean 3.564 with a corresponding standard deviation of 1.371 agreed that knowing that time is irretrievable often influences their time management practices. Time being a commodity with 3.717 as the mean and 1.359 as the standard deviation also often influences time management practices of respondents as shown in the Table 4.3. Majority of respondents with the mean 3.268 and 1.551 as a corresponding standard deviation also agreed that knowing that time is money often influences their time management practices. The statement time is relative had mean of 3.666 and a standard deviation of 1.404 which indicated that majority of respondents stated that time is relative often influences their time management practices. Time is of essence and this also often influences time management practices of respondents based on 3.618 as the mean and 1.405 as the corresponding standard deviation. As discussed in table 4.2, the knowledge most respondents agreed they have about time influence their time management practices as shown in table 4.3.

4.3 Research Question 2: What are the planning measures put in place by sandwich students of University of Education, Winneba in relation to the various activities they engage in?

To find out the planning measures students put in place in relation to the activities they engage in, a sub question thus, seven (7) activities engaged by students were identified to help answer this research question and frequencies and percentages in Statistical

Package for Service Solution (SPSS- version 22) were used for the analysis. The identified activities were academic activities, household activities, social activities, religious activities, recreational activities, sleeping and relaxation, making and receiving of phone calls. Academic activities in this study refer to attending lectures, studying, doing academic assignments, organization of seminars on campus and any activities that contribute towards academic purpose while household activities include house chores like cleaning, meal preparation, bathing, laundering. Social Activities on the other hand in this study is about attending club meetings, funerals, weddings. Religious activities refer to activities like attending church, mosque and church organisational meetings. Recreational activities in this study include activities like playing games, watching movies, listening to music and visiting friends.

After these identified activities, respondents were asked to tick appropriately on weekly average, the time they spend on academic activities which include attending lectures, studying, doing academic assignments, attending academic seminars or workshops, etc. Table 4.4 were their responses.

Table 4.4: Academic Activities

| Amount of Time (weekly average) | Number of Students | % |
|--|---------------------------|--------------|
| 8hours | 11 | 3.1 |
| 9hours | 4 | 1.1 |
| 10hours | 26 | 7.4 |
| 11hours | 11 | 3.1 |
| 12hours | 79 | 22.5 |
| 13hours | 36 | 10.3 |
| between 13hours and 14hours | 8 | 2.3 |
| 14hours | 62 | 17.7 |
| 15hours | 36 | 10.3 |
| 16hours | 52 | 14.8 |
| 18hours | 14 | 4.0 |
| between 19hours and 20hours | 6 | 1.7 |
| 20hours | 6 | 1.7 |
| Total | 351 | 100.0 |

Source: Field Work, 2020

Table 4.4 indicates the weekly average, amount of time Sandwich students spend on academic activities. From the table, on weekly average, out of 351 respondents, 11(3.1%) students spend 8hours on academic activities, 4(1.1%) students spend 9hours, 26(7.4%) students spend 10hours, 11(3.1%) students spend 11hours, 79(22.5%) students spend 12hours, 36(10.3%) students spend 13hours and between 13hours and 14hours, 8(2.3%) students spend that time on academic activities. Sixty-two (17.7%) students spend 14hours on academic activities, 36 (10.3%) students spend 15hours, 52(14.8%) students spend 16hours, 14(4.0%) students spend 18hours while 6(1.7%) students spend time between 19hours and 20 hours and the remaining 6(1.7%) students spend 20 hours on academic activities.

It can be seen from Table 4.4 that when sandwich students are on campus, most of them, thus 79(22.5%) and 62(17.7%) students on weekly average, spend 12hours and 14hours respectively on academic activities.

Another activity sandwich students engaged in was household activity. Household activities include house chores like cleaning, meal preparation, bathing, laundering.

Table 4.5 indicate the number of students and the weekly average hours they spend on household activities.

Table 4.5: Household Activities

| Amount of Time (weekly average) | Number of Students | % |
|--|---------------------------|--------------|
| Less than 1 hour | 6 | 1.7 |
| 1 hour | 53 | 15.1 |
| Between 1 hour and 2hours | 4 | 1.1 |
| 2 hours | 167 | 47.6 |
| Between 2hours and 3hours | 9 | 2.6 |
| 3 hours | 78 | 22.2 |
| 4 hours | 18 | 5.1 |
| 5 hours | 4 | 1.1 |
| 6 hours | 12 | 3.4 |
| Total | 351 | 100.0 |

Source: Field Work, 2020

Table 4.5 shows that on weekly average, 6(1.7%) students spend less than an hour on household activities. Fifty-three (15.1%) students spend 1hour and 4(1.1%) students spend time between 1 hour and 2 hours on household activities. One hundred and sixty-seven students (47.6%) stated that they spend 2 hours on household activities while 9(2.6%) students spend hours between 2 and 3hours. Seventy-eight (22.2%) of students spend 3hours, 18(5.1%) students spend 4hours, 4(1.1%) students spend 5hours and 12(3.4%) students spend 6 hours on household activities.

Table 4.5 indicated that majority of the sandwich students thus 167(47.6%) and 78(22.2%) students on weekly average, spend 2hours and 3hours respectively on household activities.

On weekly average, the amount of time sandwich students spend engaging in social activities is shown in Table 4.6. Activities that help students develop stronger relationships with others are social activities. Weddings, funerals, naming rituals, and birthday parties are just a few examples of the many different types of social events.

Table 4.6: Social Activities

| Amount of Time (weekly average) | Number of Students | % |
|--|---------------------------|--------------|
| Less than 1hour | 12 | 3.4 |
| 1 hour | 37 | 10.5 |
| 2 hours | 95 | 27.1 |
| 3 hours | 13 | 3.7 |
| 4 hours | 7 | 2.0 |
| None | 187 | 53.3 |
| Total | 351 | 100.0 |

Source: Field Work, 2020

From Table 4.6, on weekly average, out of 351 respondents, 12(3.4%) of them spend less than an hour on social activities. Thirty-seven (10.5%) of them spend 1hour, 95(27.1%) of them spend 2hours, 13(3.7%) respondents spend 3hours and 7(2.0%) of the respondents spend 4hours on social activities. One hundred and eighty-seven

(53.3%) respondents indicated that, they do not involve themselves in social activities when they are on campus.

It can be seen from Table 4.6 that on weekly average, when sandwich students are on campus, most of them, thus 187(53.3%) do not engage in social activities and even the 95(27.1%) sandwich students that engage in social activities spend 2hours.

Sandwich students participate in religious events on campus as well. Student religious or spiritual activities, according to Intergenerational Center Temple University (2019), are clubs and programs that give students the opportunity to interact with other students who share their religious beliefs, practice their own religion, and/or learn about other religions. Many schools have places of worship, such as a church, mosque, or other house of worship, where these kinds of programs are held. Table 4.7 details how much time sandwich students spend participating in religious activities on weekly average basis when on campus.

Table 4.7: Religious Activities

| Amount of Time (weekly average) | Number of Students | % |
|--|---------------------------|--------------|
| Less than 1 hour | 19 | 5.4 |
| 1 hour | 48 | 13.7 |
| Between 1 hour and 2 hours | 15 | 4.3 |
| 2 hours | 155 | 44.2 |
| 3 hours | 42 | 12.0 |
| 4 hours | 7 | 2.0 |
| 6 hours | 4 | 1.1 |
| None | 61 | 17.4 |
| Total | 351 | 100.0 |

Source: Field Work, 2020

Table 4.7 shows that on weekly average, 19(5.4%) respondents stated that they spend less than an hour on religious activities while 48(13.7%) respondents spend an hour. Fifteen (4.3%) respondents spend hours between an hour and two while 155(44.2%)

respondents spend 2 hours on religious activities. Forty-two (12.0%) respondents spend 3 hours, 7 (2.0%) respondents spend 4 hours and 4 (1.1%) respondents spend 6 hours on religious activities. Sixty-one (17.4%) of respondents out of 351 respondents indicated that, they do not involve themselves in religious activities when they are on campus.

It can be seen from table 4.7 that when sandwich students are on campus, most of them, thus 155 (44.2%) students on weekly average, spend 2 hours on religious activities whilst 61 (17.4%) indicated that, they do not involve themselves in religious activities when they are on campus.

Recreational activities are another activity that students partake in. Recreational activities include watching movies, listening to music or engaging in any activity for amusement, pleasure or enjoyment that renews one's mind, body, or spirit. Table 4.8 lists the students' replies about the amount of time they devote to recreational activities on weekly average when on campus.

Table 4.8: Recreational Activities

| Amount of Time (weekly average) | Number of Students | % |
|--|---------------------------|--------------|
| Less than 1 hour | 36 | 10.3 |
| 1 hour | 67 | 19.1 |
| Between 1 hour and 2 hours | 3 | .9 |
| 2 hours | 153 | 43.6 |
| 3 hours | 12 | 3.4 |
| 5 hours | 6 | 1.7 |
| 6 hours | 4 | 1.1 |
| None | 70 | 19.9 |
| Total | 351 | 100.0 |

Source: Field Work, 2020

Result on amount of time sandwich students spend on recreational activities on weekly average is shown in Table 4.8. Thirty-six (10.3%) of respondents spend less than an hour on recreational activities. Sixty-seven (19.1%) of respondents spend 1 hour and

3(0.9%) respondents spend hours between an hour and 2hours on recreational activities. One hundred and fifty-three (43.6%) respondents spend 2hours, 12(3.4%) respondents spend 3hours, 6(1.7%) respondents spend 5hours and 4(1.1%) respondents spend 6hours on recreational activities. Seventy (19.9%) respondents do not engage themselves in recreational activities.

Table 4.8 indicated that on weekly average, most sandwich students on campus, thus 153(43.6%) students spend 2hours on recreational activities while 70(19.9%) of students do not engage in recreational activities.

Additionally, sandwich students take time to relax and sleep. Sleep minimizes contacts with the outside world whilst relaxation lessens the negative effects of stress on the body and mind. On weekly average, the amount of time that sandwich students spend sleeping and relaxing is seen in Table 4.9.

Table 4.9: Sleeping and Relaxation

| Amount of Time (weekly average) | Number of Students | % |
|---------------------------------|--------------------|--------------|
| 2hours | 45 | 12.8 |
| Between 2 hours and 3 hours | 3 | .9 |
| 3hours | 44 | 12.5 |
| Between 3 hours and 4 hours | 4 | 1.1 |
| 4 hours | 109 | 31.1 |
| Between 4 hours and 5 hours | 6 | 1.7 |
| 5 hours | 67 | 19.1 |
| 6 hours | 48 | 13.7 |
| 7 hours | 8 | 2.3 |
| 8 hours | 17 | 4.8 |
| Total | 351 | 100.0 |

Source: Field Work, 2020

From Table 4.9, on weekly average, 45(12.8%) respondents spend 2hours on sleeping and relaxation. Respondents who spend between 2hours and 4hours on sleeping and relaxation were 3(0.9%). Forty-four ((12.5%)) respondents sleep and relax for 3hours,

4(1.1%) respondents spend time between 3hours and 4hours to sleep and relax. One hundred and nine (31.1%) respondents spend 4hours on sleeping and relaxation, 6(1.7%) respondents spend hours between 4 and 5hours and 67(19.1%) respondents also indicated that they spend 5hours to sleep and relax. Forty-eight (13.7%) respondents spend 6hours on sleeping and relaxation, 8(2.3%) respondents spend 7hours and last but not least, 17(4.8%) respondents spend 8hours on sleeping and relaxation.

It can be seen from table 4.9 that on weekly average, when sandwich students are on campus, most of them, thus 109(31.1%) and 67(19.1%) students sleep and relax for 4hours and 5hours respectively.

Sandwich students also make and receive phone calls on campus. Making and receiving phone calls involves sending information from one location, person, or group to another. There is always (at least) one sender, a message, and a recipient in a phone call. Results on how much time sandwich students on weekly average, spend making and receiving calls are shown in Table 4.10.

Table 4.10: Making and Receiving Phone Calls

| Amount of Time (weekly average) | Number of Students | % |
|--|---------------------------|--------------|
| less than 1 hour | 60 | 17.1 |
| 1 hour | 122 | 34.8 |
| between 1 hour and 2 hours | 14 | 4.0 |
| 2 hours | 105 | 29.9 |
| 3 hours | 20 | 5.7 |
| 4 hours | 15 | 4.3 |
| 5 hours | 8 | 2.3 |
| 6 hours | 4 | 1.1 |
| 7 hours | 3 | .9 |
| Total | 351 | 100.0 |

Source: Field work, 2020

It can be seen from Table 4.10 that on weekly average, out of 351 respondents, 60(17.1%) of them use less than an hour to make and receive calls. One hundred and twenty-two (34.8%) respondents use an hour and 14(4.0%) respondents spend hours between 1 and 2hours to make and receive calls. One hundred and five (29.9%) respondents consume 2hours in making and receiving calls, 20(5.7%) respondents spend 3hours and 15(4.3%) respondents spend 4hours to make and receive calls. Eight (2.3%) respondents on the other hand spend 5hours to make and receive calls, 4(1.1%) respondents consume 6hours on making and receiving phone calls and last but not least, 3(0.9%) respondents spend 7hours to make and receive calls.

Table 4.10 indicates that when sandwich students are on campus, most of them, thus 122(34.8%) and 105(29.9%) students on weekly average, spend 1hour and 2hours respectively on making and receiving phone calls.

Table 4.4 to 4.10 showed activities sandwich students of UEW engage themselves in on campus. Irrespective of the number of students who engage in the various activities, those activities take place on campus. This affirms to what Student Affairs (2015) pointed out, there are several activities that students involve themselves in on campus. Such as academic activities, recreational activities, religious/spiritual activities and others.

4.3.1 Indicate the planning measures you put in place in relation to the amount of time you consume on each of the activities

The researcher, based on the amount of time respondents consume on various activities on weekly average, wanted to find out the measures they put in place to engage in those activities when it comes to time.

This question therefore sought to investigate how student plan the time they spend on the activities they engage in to achieve both academic and personal goals. It was measured by using 8 items and each item scored 5-point Likert scale. Means with corresponding standard deviations were used for the analysis. It was categorized as agreed if the responses were ≥ 3 of the mean score value and disagreed if the responses were below 3 of the mean score value. Standard deviation measures the spread of quantitative data set. It is interpreted as a standard deviation close to zero indicates that data points are close to the mean value.

Table 4.11 therefore shows result on the method of planning respondents used to manage their time with the following interpretations; SD-Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree, T-Total, F-Frequency and %-percentage. Below were the responses of eight (8) questions that were asked.

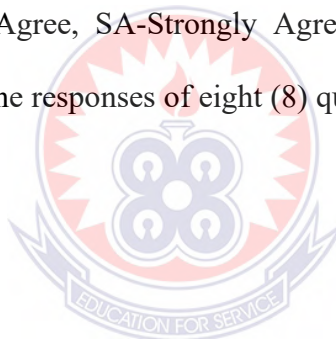


Table 4.11: Planning Measures

| Statement | SD | D | N | A | SA | T | Mean | Std. Dev. |
|--|---------|----------|---------|-----------|-----------|------------|-------|-----------|
| | F(%) | F(%) | F(%) | F(%) | F(%) | F(%) | | |
| I write a task plan or “To Do List” | 22(6.3) | 24(6.8) | 26(7.4) | 157(44.7) | 122(34.8) | 351(100.0) | 4.048 | 1.166 |
| I jot down important activities that need to be done in single day against allocated time. | 19(5.4) | 37(10.5) | 24(6.8) | 124(35.3) | 147(41.9) | 351(100.0) | 3.912 | 1.152 |
| I make sure high priority tasks come on top followed by those which do not need much attention at the moment | 15(4.3) | 19(5.4) | 16(4.6) | 159(45.3) | 142(40.5) | 351(100.0) | 4.171 | 1.036 |
| I complete pending tasks by sequencing activities (doing two or three things at the same time, etc) | 24(6.8) | 22(6.3) | 20(5.7) | 167(47.6) | 118(33.6) | 351(100.0) | 4.088 | 1.181 |
| I do not begin fresh work unless I have finished my previous tasks | 32(9.1) | 38(10.8) | 12(3.4) | 132(37.6) | 137(39.0) | 351(100.0) | 3.852 | 1.283 |
| I tick the task I have already completed | 18(5.1) | 19(5.4) | 20(5.7) | 158(45.0) | 136(38.7) | 351(100.0) | 4.131 | 1.082 |
| I ensure I finish the tasks within the stipulated time frame | 11(3.1) | 23(6.6) | 22(6.3) | 152(43.3) | 143(40.3) | 351(100.0) | 4.145 | 1.011 |
| I set goals and objectives to guide me before planning time. | 3 (.9) | 4 (1.1) | 15(4.3) | 175(49.9) | 154(43.9) | 351(100.0) | 4.407 | .707 |

Source: Field work, 2020

From Table 4.11, the statement I write a task plan or “To Do List” had the mean of 4.048 and its corresponding standard deviation of 1.166. This indicated that majority of the respondents write a task plan or “To Do List”. This affirms to a statement by Lebowitz (2020) that not everyone runs on lists. However, if students are struggling to make sense of their goals, a list (thus “To Do List”) could save them time, energy, and the need to come up with excuses for when the thing that needs to happen, well, does not. Making a written list can help students to remember important information. Writing a task plan or “To Do List” is in line with the Pareto’s 80/20 rule which states that students can identify 20% of things that can lead to success in order to produce 80% results. Writing a task plan or “To Do List” can be one of the 20% key factors that leads to 80% effect since this can serve as a guide for students to achieve their goals.

Majority of the respondents with the mean of 3.912 and a corresponding standard deviation of 1.152 agreed that they “jot down” important activities that need to be done in a single day against allocated time. Lebowitz (2020) agreed to this statement by saying, after writing a “To Do List”, one needs to go back over it and put a time estimate next to every item. It might even help to transform the to-do list into a kind of schedule, with specific times and places. For example: preparation and cooking of food 4–5 p.m. Studying: 5–7 p.m. “Jotting down” important activities against allotted time can be identified by students as one of the 20% causes to 80% effect according to Pareto’s 80/20 rule which states that students can identify 20% of things that can lead to success in order to produce 80% results. Since doing so by students will lead to a positive effect in their lives.

Majority of respondents with the mean of 4.171 and a corresponding standard deviation of 1.036 agreed that they make sure high priority tasks come on top followed by those which do not need much of their importance at the moment. This affirms to what

Eisenhower (1954) stated in his principle, when one uses urgent/important principle to prioritize his or her time, it helps him or her to quickly identify the activities that he or she should focus on, as well as the ones one should ignore. Bozworth (2021) added that students deciding on their basic priorities is a key exercise in moving toward more effective use of their time. Students' basic priorities provide a means for making time choices, helping them decide where it is important to invest themselves and where they can let go. Since setting priorities for tasks is essential to time management, it is one of the 20% factors that can have an 80% positive impact on students' lives.

With the statement “I complete pending tasks by sequencing activities”, majority of respondents agreed with the mean of 4.088 and a corresponding standard deviation of 1.181. In the same vein Nwankwo (2004) pointed out that no matter the number of times one rushes or wishes through the day, there is no time enough to do everything, he or she wants done. Thus, in planning time, one should consider sequence of activities, clustering activities, overlapping activities, combining activities, dovetailing activities and being able to evaluate time plan. One of the discovered causes that results in 80% positive effects is sequencing activities in accordance with Pareto's 80/20 rule since it helps with goal achievement.

Majority of the respondents with the mean and corresponding standard deviation of 3.852 and 1.283 respectively also agreed that “they do not begin fresh work unless they have finished previous tasks”. With the mean of 4.131 and its corresponding standard deviation of 1.082, majority of respondents agreed that “they tick the task they have already completed”. The statement “I ensure I finish the tasks within stipulated time frame” was agreed by majority of respondents with the mean of 4.145 and a corresponding standard deviation of 1.011. Management Study Guide (2021), in an agreement pointed out that, to make the best possible use of time and doing the right

thing at the right time, some of the things to do are; “do not begin fresh work unless previous task is finished”, “tick the already finished tasks” and also “ensure that tasks are finished within the stipulated time frame”. “Finishing previous tasks before beginning fresh work” is one of the key factors to an 80 percent favourable effect, according to the Pareto's 80/20 rule, which contends that students can discover 20 percent of things that can lead to success in order to produce 80 percent results.

As a final but not least, Majority of the respondents with the mean of 4.407 and a corresponding standard deviation of 0.707 agreed that they set goals and objectives to guide them before planning their time. Mind tools (2021) in vein of this pointed out that, goal setting is a powerful process for thinking about one's ideal future, and for motivating oneself to turn his or her vision of this future into reality. The process of setting goals helps students choose where they want to go in life. By knowing precisely what they want to achieve, they know where they have to concentrate their efforts. According to the Pareto's 80/20 rule, which suggests that students can select 20% of things that can contribute to success in order to achieve 80% results, goal setting is in relation to one of the 20% factors to 80% positive effect.

Sandwich students might have put planning measures on their time use in relation to the various activities they engage. However, when putting the planning measures into action, sandwich students may turn to face additional tasks. This is where the assertiveness theory which states “that individuals should honestly express their feelings, thoughts or opinions without demeaning oneself or others” plays a role. Thus students should know when and how to say no to additional tasks in order to achieve their set target on their To Do List.

4.4 Research Question 3: What challenges do University of Education, Winneba sandwich students face in managing their time in the course of their studies?

To investigate challenges University of Education sandwich students face in managing time in the course of their studies, 22 questions which scored 5-point Likert scale were asked and out of these 22 questions, 6 themes were formed based on the similarities in some of the questions. The six themes were; stress, lack of motivation, procrastination, tasks scheduling, setting priorities and managing distractions. Means with corresponding standard deviations in Statistical Package for Service Solution (SPSS-version 22) were also used for the analysis. It was categorized as agreed if the responses were ≥ 3 of the mean score value and disagreed if the responses were below 3 of the mean score value. Also, standard deviation that measures the spread of quantitative data set, is interpreted as a standard deviation close to zero indicates that data points are close to the mean value. Their responses are presented in Table 4.12 with the following interpretations; SD-Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree, T-Total, F-Frequency and %-percentage.

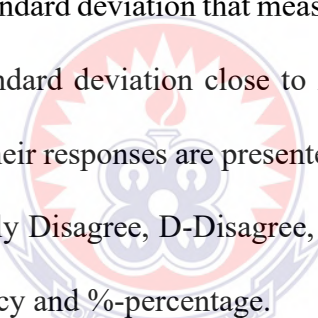


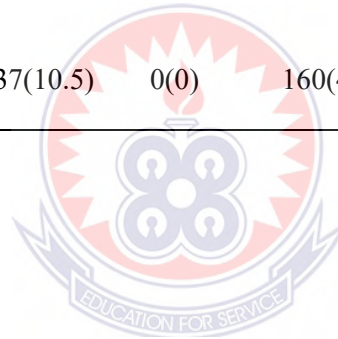
Table 4.12: Challenges Sandwich students face

| N° | Challenges | SD | D | N | A | SA | T | Mean | Std Dev. |
|---------------------------|---|----------|----------|--------|-----------|-----------|------------|-------|----------|
| | | F(%) | F(%) | F(%) | F(%) | F(%) | F(%) | | |
| <i>Stress</i> | | | | | | | | | |
| 1 | Reduction of efficiency in performance | 21(6.0) | 9(2.6) | 0(0) | 109(31.1) | 212(60.4) | 351(100.0) | 4.080 | .974 |
| 2 | I feel tired before the day ends | 11(3.1) | 11(3.1) | 0(0) | 111(31.6) | 218(62.1) | 351(100.0) | 4.160 | .837 |
| <i>Lack of Motivation</i> | | | | | | | | | |
| 3 | I have hard time studying | 34(9.7) | 27(7.7) | 0(0) | 117(33.3) | 173(49.3) | 351(100.0) | 3.889 | 1.227 |
| 4 | I put off task which are daunting or uninteresting | 18(5.1) | 33(9.4) | 0(0) | 155(44.2) | 145(41.3) | 351(100.0) | 4.010 | 1.128 |
| 5 | Sometimes I feel I am not in a position to cope with time | 23(6.6) | 19(5.4) | 3(9) | 149(42.5) | 157(44.7) | 351(100.0) | 4.111 | 1.109 |
| <i>Procrastination</i> | | | | | | | | | |
| 6 | I put off studying until just before a quiz or exam | 42(12.0) | 56(16.0) | 3(9) | 124(35.3) | 126(35.9) | 351(100.0) | 3.880 | 1.257 |
| 7 | I do other things while a lecture is going on | 17(4.8) | 18(5.1) | 0(0) | 127(36.2) | 189(53.8) | 351(100.0) | 3.667 | 1.404 |
| 8 | I regularly take notes or jotted points from colleagues to the hostel to copy | 36(10.3) | 39(11.1) | 0(0) | 158(45.0) | 118(33.6) | 351(100.0) | 3.920 | 1.348 |
| 9 | I sometimes turn in assignment late | 48(13.7) | 50(14.2) | 0(0) | 110(31.3) | 143(40.7) | 351(100.0) | 3.618 | 1.405 |
| 10 | I assign work to pending category when it should be dealt with on the spot | 40(11.4) | 55(15.7) | 5(1.4) | 159(45.3) | 92(26.2) | 351(100.0) | 3.784 | 1.442 |

| N° | Challenges | SD F(%) | D F(%) | N F(%) | A F(%) | SA F(%) | T F(%) | Mean | Std Dev. |
|--------------------------------------|--|------------|-----------|-----------|-----------|------------|------------|-------|-------------|
| <i>Ineffective Tasks Scheduling.</i> | | | | | | | | | |
| 11 | I take a quiz without having actually studied for it | 52(14.8) | 44(12.5) | 3(.9) | 115(32.8) | 139(39.0) | 351(100.0) | 3.624 | 1.404 |
| 12 | I forget about deadline until just before it is due | 26(7.4) | 51(14.5) | 3(.9) | 126(35.9) | 145(41.3) | 351(100.0) | 3.838 | 1.262 |
| 13 | I spend too much time on something trying to get it perfect | 39(11.1) | 29(8.3) | 0(0) | 126(35.9) | 157(44.7) | 351(100.0) | 3.860 | 1.294 |
| 14 | I get to the end of a day and feel like I have accomplished nothing | 29(8.3) | 19(5.4) | 6(1.7) | 172(49.0) | 125(35.6) | 351(100.0) | 4.117 | 1.207 |
| 15 | I double-book my schedule | 20(5.7) | 37(10.5) | 9(2.6) | 165(47.0) | 120(34.2) | 351(100.0) | 4.063 | 1.196 |
| 16 | I schedule too many things in a time frame. | 13(3.7) | 25(7.1) | 3(.9) | 154(43.9) | 156(44.4) | 351(100.0) | 4.177 | 1.018 |
| <i>Failing to Set Priorities</i> | | | | | | | | | |
| 17 | I go from one task to another rather than sticking to one until it is finished | 16(4.6) | 21(6.0) | 0(0) | 130(37.0) | 184(52.4) | 351(100.0) | 4.011 | 1.180 |
| 18 | I feel I do not put in as much study time as I should | 7(2.0) | 26(7.4) | 0(0) | 125(35.6) | 193(55.0) | 351(100.0) | 4.148 | .0901 |
| 19 | I undertake work as it appears, rather than in order of priority | 18(5.1) | 5(1.4) | 3(.9) | 172(49.0) | 153(43.6) | 351(100.0) | 4.210 | .965 |

| N° | Challenges | SD F(%) | D F(%) | N F(%) | A F(%) | SA F(%) | T F(%) | Mean | Std Dev. |
|--|--|------------|-----------|-----------|-----------|------------|------------|-------|-------------|
| <i>Difficulty in Managing Distractions</i> | | | | | | | | | |
| 20 | I say yes to request even if they are unsuitable or unreasonable | 41(11.7) | 34(9.7) | 0(0) | 158(45.0) | 118(33.6) | 351(100.0) | 3.906 | 1.373 |
| 21 | I allow interruptions when working on a task | 35(10.0) | 32(9.1) | 6(1.7) | 147(41.9) | 131(37.3) | 351(100.0) | 3.920 | 1.302 |
| 22 | I waste considerable time on unimportant calls | 48(13.7) | 37(10.5) | 0(0) | 160(45.6) | 106(30.2) | 351(100.0) | 3.835 | 1.445 |

Source: Field Work, 2020



Sandwich students tend to face challenges when managing time in the course of their studies. Table 4.12 therefore shows results on some of the challenges the students face in the course of managing time. Items 1 and 2 talk about stress. With the mean of 4.080 and 4.160 and a corresponding standard deviation of 0.974 and 0.837 respectively, it can be said that majority of the respondents agreed that stress is one of the challenges they face when managing time in the course of their studies. This affirms to the statement, many students find it hard to regulate both their studies and their external lives (Van der Meer, Jansen & Torenbeek, 2010) leading to time mismanagement, poor sleep patterns, and increased levels of stress (Hardy, 2003). “Stress” can be identified as one of the barriers (20% causes) to effective time management practices (80% effects). Since students feel stressed due to improper balancing of studies and external lives. Hence the link between stress and Pareto Principle or Pareto’s 80/20 rule which states that if individuals can properly identify 20% of the causes of their problems in their personal time management system, they can eventually fix 80% of those problems that make it difficult for them.

Items 3, 4 and 5 in other words can collectively be lack of motivation and with this, majority of respondents with mean range between 3.889 and 4.111 also agreed to it that it is a challenge in their lives when managing time. This affirms to what University College London (2015) stated, sometimes having to do all that studying and catching up with time can be overwhelming because together with the studying can come a wave of questions where students doubt themselves on their personal levels with thoughts. These thoughts are subtle but can lead to difficult feelings that interfere with motivation. Productive Club (2021) added that people (students included) sometimes have enough time to work on their goals. Unfortunately, they lack the motivation to take the first step. Even if they somehow gather the enthusiasm, they lose steam shortly,

leaving the goal unaccomplished. Students lacking motivation can be related to how they feel. Hence the link between lack of motivation and the first assumption of assertiveness theory which state that, feelings and attitudes are closely related to behaviour. Students having a feeling of doubts on their personal levels in relation to time management practices, will show negative attitude which will in turn affect their behaviour on time management practices negatively.

Item number 6 to 10 point to one term known as procrastination. From Table 4.12, it was agreed by the majority with the mean range from 3.618 to 3.920 that procrastination is not an exclusion to their faced challenges. In view of this Brott (2008) and Walsh (2008) pointed out that, literature review has found procrastination to be one of the biggest challenges in effective management of time and most common causes of procrastination have been suggested as poor time management. Sandwich students who can recognize that procrastination is one of their difficulties might address it (through learning) or attempt to overcome it (accepting change) in order to reach their objectives. Hence the link between the assertiveness theory's second and third assumptions, which states that behaviour is learned and behaviour can be changed respectively. Since they have the ability to alter their procrastination habits.

The deduced meaning from items 11 to 16 was ineffective tasks scheduling and with the mean range from 3.624 to 4.177, majority agreed that it is also a challenge they face, thus they ineffectively schedule tasks. actiTime (2020) in affirmation pointed out that, when scheduling tasks, students tend to choose urgent tasks with objectively lower payoffs over important tasks with more significant and long-term consequences. Students who are able to recognize that their obstacles include scheduling tasks ineffectively might learn to solve or overcome this in order to attain their objectives. The second and third assumption of assertiveness theory which state that, behaviour is

learned and behaviour can be changed respectively can be applied by students. Students can either learn how to effectively schedule tasks or change the behaviour of ineffectively scheduling tasks.

Failing to setting priorities were defined by items 17, 18 and 19. Majority of respondents with the mean range from 4.011 to 4.2991 agreed that another challenge they face was failing to set priorities. In view of this, Mrcsic (2021) pointed out that, students sometimes identifying top priority tasks can be overwhelming if most of their tasks require the same level of dedication. For example, maybe one student just started working on a high-priority task and whilst in the middle of brainstorming, one of his or her colleagues suddenly steals his or her attention by pointing out that he or she needs to refocus on an urgent issue that has just come up. Students can also use the second of the assertiveness theory, which suggest that behaviour is learned. Students should learn to teach themselves how to prioritize in order to attain goals.

Items 20 to 22 in Table 4.12 can be simply put as difficulty in managing distractions. As shown in the table with the mean range from 3.835 to 3.920, majority of the respondents agreed that managing distractions is also a challenge faced when managing time in the course of their studies. Dudovskiy (2012), affirms this by stating that, one of the main time management challenges include distractions. A distraction takes students attention away from the task in front of them and focus on something else, often something more interesting” (Evans, 2008). “Difficulty in managing distractions” can be linked to the theory of assertiveness. Students when faced with distractions should know when and how to say no to those distractions for goals to be attained.

4.5 Research Question 4: What strategies do University of Education, Winneba sandwich students employ in managing the challenges they encounter in relation to time management?

To explore strategies University of Education sandwich students employ in managing the challenges they encounter in relation to time management, 22 questions which scored 5-point Likert scale each were asked and out of these 22 questions, 7 themes were formed based on the similarities in some of the questions. The 7 themes were; starting one's day with clear focus, avoiding procrastination, evaluation, setting priorities, focusing on high value task, scheduling time appropriately and setting break between tasks. The question items were analysed using means with corresponding standard deviations in Statistical Package for Service Solution (SPSS- version 22). It was categorized as agreed if the responses were ≥ 3 of the mean score value and disagreed if the responses were below 3 of the mean score value. Standard deviation that measures the spread of quantitative data set, is interpreted as a standard deviation close to zero indicates that data points are close to the mean value. The responses of the respondents are presented in Table 4.13 with the following interpretations; SD-Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree, T-Total, F-Frequency and %-percentage.

Table 4.13: strategies sandwich students employ

| N° | Strategies | SD F(%) | D F(%) | N F(%) | A F(%) | SA F(%) | T F(%) | Mean | Std. Dev. |
|---|--|------------|-----------|-----------|-----------|------------|------------|-------|--------------|
| <i>Starting One's Day with Clear Focus</i> | | | | | | | | | |
| 1 | I set myself specific and clearly defined goals and objectives | 21(6.0) | 27(7.7) | 16(4.6) | 143(40.7) | 144(41.0) | 351(100.0) | 4.029 | 1.141 |
| 2 | I keep to schedule so that I achieve my goals and objectives on time | 32(9.1) | 23(6.6) | 31(8.8) | 115(32.8) | 150(42.7) | 351(100.0) | 3.835 | 1.215 |
| 3 | I map out several routes towards my goals in case my first course of action fails | 33(9.4) | 18(5.1) | 41(11.7) | 122(34.8) | 137(39.0) | 351(100.0) | 3.846 | 1.223 |
| <i>Avoiding Procrastination</i> | | | | | | | | | |
| 4 | I don't put off making decisions | 12(3.4) | 27(7.7) | 35(10.0) | 150(42.7) | 127(36.2) | 351(100.0) | 4.071 | 1.068 |
| 5 | I use my diary to write down appointments, deadlines and things to do | 22(6.3) | 25(7.1) | 33(9.4) | 146(41.6) | 125(35.6) | 351(100.0) | 3.999 | 1.151 |
| 6 | I break difficult tasks down into their components, so that I can accomplish them one step at a time | 12(3.4) | 24(6.8) | 28(7.4) | 137(39.0) | 152(43.3) | 351(100.0) | 4.037 | 1.048 |
| <i>Evaluation</i> | | | | | | | | | |
| 7 | I review my progress towards goals and revise my plans when necessary. | 21(6.0) | 22(6.3) | 34(9.7) | 146(41.6) | 128(36.5) | 351(100.0) | 4.014 | 1.426 |
| 8 | I put up positive attitude towards frustration and failure. | 25(7.1) | 13(3.7) | 39(11.1) | 171(48.7) | 103(29.3) | 351(100.0) | 4.088 | 1.176 |

| N° | Strategies | SD F(%) | D F(%) | N F(%) | A F(%) | SA F(%) | T F(%) | Mean | Std. Dev. |
|-------------------------------------|---|------------|-----------|-----------|-----------|------------|------------|-------|--------------|
| 9 | I take some minutes to review my day. | 16(4.6) | 35(10.0) | 47(13.4) | 126(35.9) | 127(36.2) | 351(100.0) | 4.077 | 1.137 |
| <i>Setting Priorities</i> | | | | | | | | | |
| 10 | I organize my activities in order of importance | 21(6.0) | 10(2.8) | 24(6.8) | 144(41.0) | 152(43.3) | 351(100.0) | 4.105 | 1.059 |
| 11 | I do tasks in order of their importance | 24(6.8) | 22(6.3) | 23(6.6) | 162(46.2) | 120(34.2) | 351(100.0) | 4.066 | 1.180 |
| 12 | I try to complete one task before going on to the next | 17(4.8) | 27(7.7) | 38(10.8) | 124(35.3) | 145(41.3) | 351(100.0) | 3.946 | 1.098 |
| 13 | I plan a daily "to do list that I update regularly | 20(5.7) | 43(12.3) | 36(10.3) | 128(36.5) | 124(35.3) | 351(100.0) | 3.846 | 1.204 |
| 14 | I always cut down on my sleep time better to meet deadlines | 23(6.6) | 16(4.6) | 17(4.8) | 123(35.0) | 172(49.0) | 351(100.0) | 4.006 | 1.014 |
| <i>Focusing on High Value Tasks</i> | | | | | | | | | |
| 15 | I delete what exceeds the necessary and focus on main goals | 21(6.0) | 19(5.4) | 22(6.3) | 153(43.6) | 136(38.7) | 351(100.0) | 4.086 | 1.084 |
| 16 | I use a highlighter pen or underlining to emphasize key facts in my lecture notes | 15(4.3) | 26(7.4) | 24(6.8) | 140(39.9) | 146(41.6) | 351(100.0) | 4.054 | 1.072 |
| 17 | I don't allow constant interruptions to my work | 7(2.0) | 21(6.0) | 39(11.1) | 139(39.6) | 145(41.3) | 351(100.0) | 4.106 | 1.052 |

| N° | Strategies | SD F(%) | D F(%) | N F(%) | A F(%) | SA F(%) | T F(%) | Mean | Std. Dev. |
|--------------------------------------|---|------------|-----------|-----------|-----------|------------|------------|-------|--------------|
| <i>Scheduling Time Appropriately</i> | | | | | | | | | |
| 18 | I do screen time studies (studying on a screen can be phone screen, laptop etc.) | 21(6.0) | 26(7.4) | 36(10.3) | 151(43.0) | 117(33.0) | 351(100.0) | 4.000 | 1.171 |
| 19 | I try to divide the time on my interests and duties so that one does not overwhelm the other | 14(4.0) | 33(9.4) | 18(5.1) | 154(43.9) | 132(37.6) | 351(100.0) | 4.030 | 1.191 |
| 20 | I plan out a revision timetable for examinations | 19(5.4) | 30(8.5) | 21(6.0) | 135(38.5) | 146(41.6) | 351(100.0) | 3.992 | 1.130 |
| 21 | I know the times of day when I am most productive and schedule my most demanding work for these times | 19(5.4) | 17(4.8) | 51(14.5) | 135(38.5) | 129(36.8) | 351(100.0) | 3.980 | 1.102 |
| <i>Taking Break between Tasks</i> | | | | | | | | | |
| 22 | When revising, I take a few minutes break every hour to refresh my mind. | 16(4.6) | 35(10.0) | 31(8.8) | 134(38.2) | 135(38.5) | 351(100.0) | 3.957 | 1.132 |

Source: Field Work, 2020

In as much as sandwich students face challenges when managing time in the course of their studies, they try to employ strategies to meet these challenges. Table 4.13 shows results on strategies students adopt to meet challenges they face when managing time in the course of their studies. Items 1 to 3 bring out one meaning which is starting one's day with clear focus and with this statement, majority of the respondents with the mean range from 3.846 to 4.029, agreed to the fact that it is one of the strategies they employ to meet the challenges they face. This affirms to what Clear (2017) stated, focus is the key to productivity because saying no to every other option unlocks one's ability to accomplish the one thing that is left. It is certainly not easy (or ideal) to be hyper-focused or "in the zone" all the time, but it helps one to know how to move into that state when he or she needs to be. Because greater focus leads to greater productivity and greater productivity allows one to live the life he or she is aspiring to design so well. "Staying focus" can be linked to the assertiveness theory which states that, individuals should honestly express their feelings, thoughts or opinions without demeaning oneself or others. For students to be able to stay focus, they should be able to honestly express themselves. Thus, knowing when and how to say no to additional tasks that may cause them to lose focus. Students can learn how to start their day with clear focus which is also in linkage with the second assumption of assertiveness theory which state that, behaviour is learned.

Majority of the respondents with the mean range from 3.999 to 4.071 agreed that one of the strategies they employ is avoiding procrastination. Question items number 4 to 6 point to avoiding procrastination. This agrees with what University College London (2015), pointed out, when students are faced with a procrastination challenge, students should not blame themselves for procrastinating now and then but rather, they should try to become aware of the habit and gently make themselves to go back to the task

sooner rather than later. Students who are able to see that avoiding procrastination is one of the elements that lead to success can learn by utilizing this concept in their life to reach their goals. Hence the link between “avoiding procrastination” the assertiveness theory's second assumption, which states that behaviour is learned. In as much as they choose, students can learn to avoid procrastination.

Evaluation on the other hand is also a theme in which Items 7 to 9 falls under. Majority of respondents with the mean range from 4.014 to 4.088 agreed that evaluation is also an employed strategy. This is in an agreement with this statement, it is worth taking time for students to review their activities against their plans on a regular basis, probably every quarter or so. Less often, and they may find that they are not placing enough priority on their development activities, and letting progress slip. More often, and they are likely to find that they have not made enough progress. Regular review will ensure that students keep tabs on their activities, and are not tempted to make personal development a lower priority. A regular review process can therefore lead to students to revise their goals and planned activities, to ensure that they take them where they want to go (University College London, 2015). Students who understand that evaluation is one of the success criteria should learn to make it a habit to routinely compare their plans and actual results. The assertiveness theory's second tenet—that behaviour is learned—is linked with “evaluation”.

In employing strategies to meet challenges respondents face, majority of them with the mean range from 3.846 to 4.105 agreed that setting priorities is one of the strategies they employ. Items 10 to 14 talk about this (thus setting priorities). In affirmation to this. Crespo (2020) pointed out that priorities can serve a significant purpose in the lives of individuals and students are not exempted. Prioritizing helps students keep things organized and gives their everyday routines a bit flow to them. This is especially true

for society today. Losing sight of our priorities is easy to do when there is uncertainty knocking around every corner. There is hope that sticking to regular routines and gathering up one's priorities will not only help curb any negative feelings but also give a sense of accomplishment throughout hard times. Applying Pareto's 80/20 rule, which also indicates that students can find 20% of things that can contribute to success in order to achieve 80% of the results, will produce the desired results. Students can use priority setting in their life to accomplish their goals if they can recognize it as one of the factors that can lead to success and yield results of 80% or more. Students might use the second tenet of the assertiveness theory, which holds that behaviour is learned. Students should learn how to prioritize every task at hand.

Items 15 to 17 falls under the theme focusing on high value tasks and majority of the respondents with the mean range from 4.054 to 4.106 agreed that it is one of the strategies they employ to meet the challenges they face in managing time in the course of their studies. In vein of this, GoDaddy (2021), pointed out that, students must identify what activities generate the highest returns, and then focus relentlessly on these behaviours to the exclusion of most other distractions. Students have to put in a lot of hours, but of equal importance, these hours have to be dedicated to the right type of work. Students who comprehend that focusing on high-value tasks is one of the factors that could lead to achievement can learn to focus while performing crucial duties. In learning to focus, students should know when and how to say no additional duties that may be encountered. Hence the interrelatedness of “focusing on high value task” and assertiveness theory as well as the second assumption of assertiveness theory. The assertiveness theory states that, individuals should honestly express their feelings, thought or opinions without demeaning oneself or others. The second assumption of the assertiveness theory also holds that behaviour is learned.

With the mean range from 3.980 to 4.030, scheduling time appropriately was also agreed by majority of the respondents as an employed strategy. Items 18 to 21 fall under this theme (scheduling time appropriately). This affirms to what Whetten and Cameron (2002), stated, with a clear personal mission and objectives, time can be scheduled with a definite purpose in mind. On a daily or weekly basis, making a "to do" list and scheduling time helps ensure that the important tasks will be completed. There will be times when one simply cannot get everything done. But, by scheduling what is important first and then trying to get to the less important tasks in one's remaining time, he or she increases the odds that what is really important will be accomplished. The desired outcomes will be obtained by applying Pareto's 80/20 rule, which also suggests that students can identify 20% of factors that can contribute to success in order to accomplish 80% of the results. Students who understand that scheduling their time appropriately is one of the things that can lead to success and produce results that are 80% as expected can use this understanding in their daily lives to achieve their goals. Also, the second assumption of assertiveness theory which states that, behaviour is learned can be applied by students. Making wise time schedules should become a habit of students.

With taking break between tasks, majority of respondents with the mean of 3.957 and a corresponding standard deviation of 1.132 agreed that it is one of the strategies they employ to meet the challenges they face in managing time in the course of their studies. In vein of this, Seiter (2014), pointed out that, University of Illinois psychology professor Alejandro Lleras explains: Deactivating and reactivating one's goals allows him or her to stay focused," he said. "From a practical standpoint, research suggests that, when faced with long tasks (such as studying before a final examination or doing your tasks), it is best to impose brief breaks on oneself. Brief mental breaks actually

help one to stay focused on his or her tasks. Students might use the second tenet of the assertiveness theory, which holds that behaviour is learned. Students should learn to impose brief breaks on themselves when faced with long tasks.

Hypothesis

In analysing the hypothesis, Pearson correlation analysis in Statistical Package for Service Solution (SPSS- version 22) was used to analyse the relationship between knowledge of sandwich student and time management practices.

Table 4.14: Relationship between knowledge of sandwich students about time and time management practices

| | | knowledge of Respondents | Time management practices |
|----------------------------|---------------------|--------------------------|---------------------------|
| Knowledge of Respondents | Pearson Correlation | 1 | .830* |
| | Sig. (2-tailed) | | .020 |
| | N | 351 | 351 |
| Time management practices. | Pearson Correlation | .830* | 1 |
| | Sig. (2-tailed) | .020 | |
| | N | 351 | 351 |

*. Correlation is significant at the 0.05 level (2-tailed)

Source: Field Work, 2020

The result in table 4.14 shows that the correlation is statistically significant ($r = 0.830$, $P = 0.020 < 0.05$). Thus, there is a strong positive correlation between the knowledge sandwich students have about time and time management practices. The null hypothesis which states that there is no significant relationship between sandwich students' knowledge about time and time management practices is therefore rejected. This result also means that an increase in the knowledge of sandwich students about time leads to an increase in their time management practice and vice versa. Again, this result also means that once students have more knowledge on time, there is a high probability of

managing time effectively. This further means that time management has positive relationship with sandwich students' knowledge about time.

Glen (2020) stated that correlation is used to test relationships between quantitative variables or categorical variables. In other words, it is a measure of how things are related. The quantitative variable in the study was students' knowledge about time. The knowledge that was expected that students will have were characteristics of time.

Pearson's correlation coefficient is a statistical measure of the strength of a linear relationship between paired data. It has a fomular of $r = \frac{(n \sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$. Where: r = Pearson Coefficient, n = number of the pairs of the stock, $\sum xy$ = sum of products of the paired stocks, $\sum x$ = sum of the x scores, $\sum y$ = sum of the y scores, $\sum x^2$ = sum of the squared x scores and $\sum y^2$ = sum of the squared y scores. According to Samuels and Gilchrist (2014), pearson correlation measures the existence (given by a p-value) and strength (given by the coefficient r between -1 and +1) of a linear relationship between two variables. It should only be used when its underlying assumptions are satisfied. If the outcome is significant it is concluded that a correlation exists. According to Cohen (1988), an absolute value of r of 0.1 is classified as small, an absolute value of 0.3 is classified as medium and of 0.5 is classified as large.

It is further interpretated as follows:

Positive values denote positive linear correlation;

Negative values denote negative linear correlation;

A value of 0 denotes no linear correlation;

The closer the value is to 1 or -1, the stronger the linear correlation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents summary of the study, conclusions drawn from the findings and recommendations made. It also encompasses the limitation of the study and areas for further studies,

5.1 Summary

The study was conducted on time management practices among Sandwich students of University of Education, Winneba. With the short time frame of studies they have, the researcher wanted to find out how they manage their time as far as personal and academic activities are concerned. Thus, the study focused on knowledge sandwich students of University of Education, Winneba have about time that influences their time management practices, the planning measures put in place by sandwich students of University of Education, Winneba in relation to various activities they engage in, challenges University of Education, Winneba sandwich students face in managing their time in the course of their studies and strategies they employ to meet the challenges they face. Cross-sectional survey was used for the study because, the information was gathered at a single point in time. Also, the study involved large number of people and quantitative research approach was used for the study. Though other universities may run the sandwich session, University of Education, Winneba was chosen for this study because, that was where the researcher observed the situation during her term of national service.

In this study, simple random sampling method (lottery method to be precise) which is a probability sampling technique was used to select 351 students. The targeted population were sandwich students who were on the UEW campus for a short period, having thought that their workload was heavy and would have no time for interviews which comparatively takes a long time, questionnaire being one of the fastest ways of collecting data was chosen as the main instrument for the study. For reliability, questionnaire was piloted on twenty (20) second year sandwich students from University of Education, Winneba. The Statistical Programme for Social Science (SPSS) version 22 was used for data capture and analysis and the results were presented in tables as frequencies, percentages, means and standard deviations.

The results showed that majority of the sandwich students in UEW had knowledge about time and these knowledge influence their time management practices. Some of these knowledge about time are; time is a limited resource (mean of 4.305 and corresponding standard deviation of 1.255), time is measurable (mean of 4.029 and corresponding standard deviation of 1.156), time is irretrievable (4.006 as mean and 1.156 as the corresponding standard deviation), time is money (mean and corresponding standard deviation of 4.032 and 1.151 respectively), etc. Again, the study showed that majority of the sandwich students of UEW had various ways of planning their time on activities they engage themselves in. Some of the various ways include; writing a task plan or “To Do List” (with a mean and corresponding standard deviation of 4.048 and 1.166 respectively), ticking already completed tasks (with 4.131 and 1.082 as the mean and corresponding standard deviation respectively), setting goals and objectives as a guide to plan time (with mean and corresponding standard deviation of 4.407 and 0.707 respectively). Another result was that majority of the sandwich students of UEW face challenges such as stress (mean of 4.119 with corresponding

standard deviation of 0.905), procrastination (mean of 3.773 with corresponding standard deviation of 1.371), distractions (mean of 3.887 with corresponding standard deviation of 1.373), etc. when managing time in the course of their studies. The survey also revealed that, when sandwich students of UEW are faced with these challenges, majority of them employ some strategies such as setting priorities (mean of 3.994 with corresponding standard deviation of 1.111), taking break between tasks (mean of 3.957 with corresponding standard deviation of 1.132), avoiding procrastination (mean of 4.036 with corresponding standard deviation of 1.108), focusing on high value task (mean of 4.082 with corresponding standard deviation of 1.069), etc. to cope with those challenges. Also, statistical analysis proved the hypothesis that there is a significant relationship between sandwich students' knowledge about time and their time management practices in the University of Education, Winneba.

5.2 Conclusion

The present study was aimed to investigate time management practices among Sandwich students in UEW. To sum up, it was found that time management is highly related to the personal and academic achievement of the students. Most students are good time managers and are able to achieve both their personal and academic goals. There was a significant relationship and positive correlation between sandwich students' knowledge about time and their time management practices in UEW.

There was an association found between time management practices and students' knowledge about time as the research study demonstrated that students' knowledge about time influence their time management practices. Moreover, students are able to plan their time properly to suit the activities they engage in. While planning their time in the course of their studies, they face some challenges of which some are,

procrastination, distractions, lack of motivation and others but they try to cope with these challenges by employing some strategies such as setting priorities, focusing on high value task, having breaks between tasks, etc.

5.3 Recommendations of the Study

This section presents the following recommendations on the basis of the study findings:

First, awareness creation by lecturers to students for them to know the contribution knowledge about time has on their time management practices. This would heighten students' consciousness on the application of the knowledge they have about time in their daily lives in order to aid in good time management practices.

Further, sandwich students should also learn to reconcile their personal and academic interests. This calls for effective balancing of the amount of time set aside for both personal and academic interests. This reduces conflict and facilitates the achievement of both personal and academic goals.

In order to help sandwich students of UEW deal with challenges they face when managing time, student executives from various Departments can create platforms or policies. The executives can also organize programmes focusing on time management challenges to help students manage such challenges.

The office of Dean of Students Affairs should organise seminars, workshops and refresher courses on time management where students can be reoriented towards the importance of proper time management practices through minimization of the effects of the time-wasting attributes. This will enable them to apply various strategies when they encounter any challenges.

Also, the office of Academic Affairs is recommended to incorporate a time management course in university's courses. It can even be an educational course. Hence, prospective teachers would graduate from the University with knowledge and skills that would enhance effective management of time.

Time frame of studies for sandwich student on campus should be extended by the management of the University if possible.

5.4 Limitation of the Study

During the data collection procedure, most students because of time schedule were unwilling to answer the questions at their convenience. I had to seek help from their lecturers. This extended the date for data collection. However, the expected response was achieved.

5.5 Areas for Further Studies

Future studies should look into the impact of short time frame of studies on the academic performance of sandwich student.

Also, the time impact of two weeks interval frame of studies on the academic performance on Distance Education students could be taken up by researchers.

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APPENDIX

APPENDIX A

ACADEMIC TIMETABLE FOR BOTH SANDWICH AND REGULAR

STUDENTS

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF EARLY CHILDHOOD EDUCATION
SECOND SEMESTER COURSES – 2019/2020
NOVEMBER – DECEMBER SANDWICH SESSION

| DAYS | LEVEL | 7:30am-10:30am | 10:30am-1:30pm | 1:30pm-2:30 pm | 2:30pm-5:30pm | 5:30pm-8:30pm |
|------------|-----------------------|-----------------------|-----------------------|----------------------------------|-----------------------|-----------------------|
| MONDAY | DIP 1 | ECM122 | STS122 | B R E A K | ECP 121 | GRC 122 |
| | | FSSBLK 106 | FSSBLK 106 | | FSSBLK 106 | |
| | DIP 2 | ECS 247 FESBLK 302 | ECP 242 FESBLK 302 | | STS 244 | ECM 246 |
| | | POST-DIP 1 | ECP 321 FESBLK 308 | | ECP 323 FESBLK 308 | ECP 325 FESBLK 308 |
| POST-DIP 2 | ECP 442 FESBLK 318 | | ECP 441 FESBLK 318 | | | |

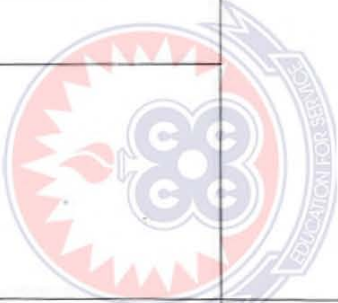
| | | | | | | |
|----------------|-------------------|---------------------------|---------------------------|--|----------------------------|---------------------------|
| TUESDAY | DIP 1 | ECS123 FSSBLK 106 | GRC123 FSSBLK 106 | B R E A K | GRC121 FSSBLK 106 | STSI22 FSSBLK 106 |
| | DIP 2 | ECPm248 FESBLK 302 | ECP 241 FESBLK 302 | | ECEn 245 FESBLK 302 | ECPm248 FESBLK 302 |
| | POST-DIP 1 | ECP 322 FESBLK 308 | ECP 325 FESBLK 308 | | ECP 324 FESBLK 308 | |
| | POST DIP 2 | ECP 442 FESBLK 318 | ECP 443 FESBLK 318 | | ECP 441 FESBLK 318 | |

| | | | | | | |
|------------------|-------------------|------------------------------|------------------------------|--|---------------------------|---------------------------|
| WEDNESDAY | DIP 1 | GRC123 FSSBLK 106 | GRC121 FESBLK ICT LAB | B R E A K | ECS 123 FSSBLK 106 | ECM122 FSSBLK 106 |
| | DIP 2 | ECP 241 FESBLK BLK302 | ECEn 245 FESBLK 302 | | ECP 242 FESBLK 302 | ECM 246 FESBLK 302 |
| | POST-DIP 1 | ECP 321 FESBLK 308 | ECP 324 FESBLK 308 | | ECP 324 FESBLK 308 | ECP 321 FESBLK 308 |
| | POST-DIP 2 | ECP 442 FESBLK 318 | | | ECP 441 FESBLK 318 | |

| | | | | | | |
|-----------------|-------------------|---------------------------|---|--|---------------------------|---------------------------|
| THURSDAY | DIP 1 | ECS123 FSSBLK 106 | FSSBLK 106 ECM 122 FSSBLK 106 | B R E A K | GRC121 FSSBLK 106 | GRC123 |
| | DIP 2 | ECS 247 FESBLK 302 | ECE 242 FSSBLK 302 | | ECP 241 FSSBLK 302 | ECPm248 FESBLK 302 |
| | POST-DIP 1 | ECP 322 FESBLK 308 | ECP 323 FESBLK 308 | | ECP 325 FESBLK 308 | ECP 321 FESBLK 308 |
| | POST DIP 2 | | ECP 443 FESBLK 318 | | ECP 443 FESBLK 318 | |
| | | | | | | |

| | | | | | | |
|---------------|-------------------|---------------------------|----------------------------|--|---------------------------|---------------------------|
| Friday | DIP 1 | GRC 122 FSSBLK 106 | STS 122 FSSBLK 106 | B R E A K | ECP 121 FSSBLK 106 | ECS 123 FSSBLK 106 |
| | DIP 2 | ECP 242 | ECEn 245 FESBLK 302 | | ECM 246 FESBLK 302 | STS 244 FESBLK 302 |
| | POST-DIP 1 | | ECP 323 FESBLK 308 | | | |
| | POST-DIP 2 | | | | | |
| | | | | | | |

| | | | | | | |
|-----------------|------------------------|--|--|----------------------------------|---------------------------|---------------------------|
| Saturday | DIP 1 | GRC 122 FSSBLK 106 | ECP 121 FSSBLK 106 | B R E A K | | |
| | DIP 2 | ECG244 Ghanaian Language Lect. FESBLK 302 | ECG244 Ghanaian Language Lect. FESBLK 302 | | ECS 247 FESBLK 302 | ECL 243 FESBLK 302 |
| | POST- DIP 1 | | | | | |
| | POST DIP 2 | | | | | |



DEPARTMENT OF EARLYCHILDHOOD EDUCATION
 FACULTY OF EDUCATIONAL STUDIES
 FIRST SEMESTER TEACHING TIME TABLE FOR
 2019 /2020 ACADEMIC YEAR

| DAY/TIME | 6:30 7:30 | 7:30 8:30 | 8:30 9:30 | 9:30 10:30 | 10:30 11:30 | 11:30 12:30 | 12:30 1:30 | 1:30 2:30 | 2:30 3:30 | 3:30 4:30 | 4:30 5:30 | 5:30 6:30 | 6:30 7:30 | |
|------------------|-------------------------------|-------------------------------|--------------|-------------------------------|-------------------------------|---------------------------------------|-------------------------------|--|--------------|--------------------------|--|------------------------|--------------|--|
| MONDAY | | ECL 233 (GP1) FSSE BLK 103 | | | ECL 233 (GP2) FSSE BLK 101 | | | | | | ECS _o 115 (GP1) FSSE BLK 103 | | | |
| | | | | | | | | ECS _o 115 (GP2) FES 122 | | | | | | |
| | | ECE 231 (GP2) FES 308 | | | ECE 231 (GP1) FES 308 | | | ECL 113 (GP1) FES 308 | | ECL 113 (GP2) FES 302 | | | | |
| TUESDAY | | ECB 352 (GP2) FSSE BLK 101 | | | ECB 352 (GP1) FSSE BLK 403 | | | ECE _n 235 (GP2) FSSE BLK 401 | | | ECE _n 235 (GP1) FSSE BLK 403 | | | |
| | | | | | | ECS _o 238 (GP2) FES 218 | | ECS _o 238(GP1) FES 218 | | | | | | |
| | | | | | | ECB 354 (GP 2) FES 302 | | | | ECB 354 FES122(GP1) | | ECM236(GP2) FES 302 | | |
| | | ECG 234 (GP2) FSSE BLK 103 | | | | | ECG 234 (GP1) FSSE BLK 103 | | | | | | | |
| WEDNESDAY | ECB 351 (GP2) FSSE BLK 401 | | | ECB 351 (GP1) FSSE BLK 403 | | | | | | | | | | |

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF BASIC EDUCATION

2019/2020 ACADEMIC YEAR SECOND SESSION SANDWICH TIME TABLE
NOVEMBER, 2020

UPPER PRIMARY OPTION
VENUE: LECTURE HALL/ROOM FSSE ROOM 303

| DAY/TIME | 7:00- 9:00AM | 9:00- 11:00PM | 11:00- 1:00PM | BREAK | 2:00- 4:00PM | 4:00- 6:00PM | 6:00- 8:00PM |
|-----------|-----------------|------------------|------------------|-------|-----------------|-----------------|-----------------|
| MONDAY | A | G | B | | C | A | G |
| TUESDAY | F | E | C | | B | E | G |
| WEDNESDAY | D | C | D | | E | D | |
| THURSDAY | F | C | B | | F | G | |
| FRIDAY | A | G | F | | G | G | |

INSTRUCTIONS
NAMES OF LECTURERS, VENUE AND KEY TO THE ALPHABETS USED AS
COURSE CODES

| COURSE CODE | COURSE TITLE | VENUE |
|-------------|---|------------------|
| A | Inquiry and Action Research for Upper Primary | FSSE ROOM 303 |
| B | Teaching and Assessing Mathematics for Upper Primary (Advanced) | |
| C | Preparing to Teach Upper Primary Science | |
| D | English Classroom Organization Management and Assessment | |
| E | Literacy across the Curriculum | |
| F | Cultural Landscape and Food Production in Ghana | |
| G | STS: Embedding Teaching II | |

- All students are expected to meet each lecturer AT LEAST THREE TIMES in .. week for each course

**UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF BASIC EDUCATION**

**2019/2020 ACADEMIC YEAR SECOND SESSION SANDWICH TIME TABLE
NOVEMBER, 2020**

JUNIOR HIGH SCHOOL SPECIALISM OPTION

| DAY/TIME | 7:00-9:00AM | 9:00-11:00PM | 11:00-1:00PM | BREAK | 2:00-4:00PM | 4:00-6:00PM | 6:00-8:00PM | |
|---|-------------|--------------|--------------|--------------|---|-------------|---------------|--|
| SCIENCE/MATHS JHS SPECIALISM VENUE: FSSE 103 | | | | | SCIENCE/MATHS JHS SPECIALISM VENUE: FSSE 204 | | | |
| MONDAY | SC3 RA | MATHS 3 | SCI 1 | | SCI 3 RA | SC2 NAL | MATHS 1 | |
| TUESDAY | SCI 3 RA | MATHS2 | SCI 1 | | MATHS2 | MATHS1 | MATHS3 MAA | |
| WEDNESDAY | SCI2 NAL | MATHS 3 | MATHS2 | | SCI 1 NAL | MATHS1 | SCI2 | |
| ENGLISH LANGUAGE/PHYSICAL EDUCATION SPECIALISM VENUE: FSSE 106 | | | | | ENGLISH LANGUAGE/PHYSICAL EDUCATION SPECIALISM VENUE: FSSE 106 | | | |
| MONDAY | ENG 2 VA | ENG 1 ESE | ENG 3 VA | | PE2 | ENG3 VA | PE1 | |
| TUESDAY | ENG3 VA | PE2 | ENG1 ESE | | ENG1 ESE | PE2 | PE3 | |
| WEDNESDAY | PE1 | ENG2 VA | PE3 | | ENG 2 | PE1 | PE3 | |
| GENERAL COURSES VENUE: LECTURE HALL/ROOM: FSSE 406 | | | | | | | | |
| THURSDAY | A ENW | B AA | C HA | BREAK | A ENW | B AA | C HA | |
| FRIDAY | A ENW | B AA | C HA | | | | | |

NOTE:

**FSSE IS FACULTY OF SOCIAL SCIENCES EDUCATION BUILDING
FES IS FACULTY OF EDUCATIONAL STUDIES BUILDING**

APPENDIX B

INTRODUCTORY LETTER



Our Ref: FHEE/FLME/M.PHIL/VOL.1/1

10th Nov, 2020

Ag. Head
Department of Psychology and Education
University of Education, Winneba.
Winneba.

Dear Sir,

INTRODUCTORY LETTER GEORGINA ADDO

We write to introduce Ms. Georgina Addo, an M. Phil student with index number (8180100028) in the Department of Family Life Management Education, Faculty of Home Economics Education, University of Education, Winneba.

She needs your assistance to complete a study she is conducting titled “**Time management Practices among Sandwich Students of University of Education, Winneba**”.

The study is purely for academic work and it is in partial fulfilment for the award of Master of Philosophy Degree in Home Economics Education (Family Life Management).

Any courtesies extended to her will be greatly appreciated.

Thank you.

DEPT. OF FAMILY LIFE
MANAGEMENT EDUCATION
UNIVERSITY OF EDUCATION, WINNEBA
P. O. BOX 25 WINNEBA

DR. THERESA A. AMU
(AG. HEAD OF DEPARTMENT)





UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF HOME ECONOMICS EDUCATION
DEPARTMENT OF FAMILY LIFE MANAGEMENT EDUCATION

P. O. Box 25, Winneba, Ghana | flmeduc@uew.edu.gh
+233 (03323) 21177

Our Ref: FHEE/FLME/M.PHIL/VOL.1/1

10th Nov, 2020

Ag. Head
Department of Early Childhood Education
University of Education, Winneba.
Winneba.

Dear Sir,

**INTRODUCTORY LETTER
GEORGINA ADDO**

We write to introduce Ms. Georgina Addo, an M. Phil student with index number (8180100028) in the Department of Family Life Management Education, Faculty of Home Economics Education, University of Education, Winneba.

She needs your assistance to complete a study she is conducting titled "Time management Practices among Sandwich Students of University of Education, Winneba".

The study is purely for academic work and it is in partial fulfilment for the award of Master of Philosophy Degree in Home Economics Education (Family Life Management).

Any courtesies extended to her will be greatly appreciated.

Thank you.

DEPT. OF FAMILY LIFE
Yours faithfully, EDUCATION
UNIVERSITY OF EDUCATION, WINNEBA
P. O. BOX 25 WINNEBA

DR. THERESA A. AMU
(AG. HEAD OF DEPARTMENT)



www.uew.edu.gh



UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF HOME ECONOMICS EDUCATION
DEPARTMENT OF FAMILY LIFE MANAGEMENT EDUCATION

P. O. Box 23, Winneba, Ghana flmeduc@uew.edu.gh
+233 (03323) 21177

Our Ref: FHEE/FLME/M.PHIL/VOL.1/1

10th Nov, 2020

Ag. Head
Department of Special Education
University of Education, Winneba.
Winneba.

Dear Sir,

**INTRODUCTORY LETTER
GEORGINA ADDO**

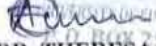
We write to introduce Ms. Georgina Addo, an M. Phil student with index number (8180100028) in the Department of Family Life Management Education, Faculty of Home Economics Education, University of Education, Winneba.

She needs your assistance to complete a study she is conducting titled "**Time management Practices among Sandwich Students of University of Education, Winneba**".

The study is purely for academic work and it is in partial fulfilment for the award of Master of Philosophy Degree in Home Economics Education (Family Life Management).

Any courtesies extended to her will be greatly appreciated.

Thank you.

Yours faithfully,

DR. THERESA A. AMUSA
(AG. HEAD OF DEPARTMENT)





UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF HOME ECONOMICS EDUCATION
DEPARTMENT OF FAMILY LIFE MANAGEMENT EDUCATION

P.O. Box 25, Winneba, Ghana flmeduc@uew.edu.gh
+233 (03323) 21177

Our Ref: FHEE/FLME/M.PHIL/VOL.1/1

10th Nov, 2020

Ag. Head
Department of Basic Education
University of Education, Winneba.
Winneba.

Dear Sir,

**INTRODUCTORY LETTER
GEORGINA ADDO**

We write to introduce Ms. Georgina Addo, an M. Phil student with index number (8180100028) in the Department of Family Life Management Education, Faculty of Home Economics Education, University of Education, Winneba.

She needs your assistance to complete a study she is conducting titled "**Time management Practices among Sandwich Students of University of Education, Winneba**".

The study is purely for academic work and it is in partial fulfilment for the award of Master of Philosophy Degree in Home Economics Education (Family Life Management).

Any courtesies extended to her will be greatly appreciated.

Thank you.

DEPT. OF FAMILY LIFE
Yours faithfully, EDUCATION
UNIVERSITY OF EDUCATION, WINNEBA
P.O. BOX 25 WINNEBA

DR. THERESA A. AMU
(AG. HEAD OF DEPARTMENT)



APPENDIX C

INFORMATION SHEET AND INFORMED CONSENT

Part 1: Information data sheet (PLEASE GIVE ONE COPY TO PARTICIPANT)

1. Introduction and purpose

I am conducting a survey on sandwich students at the University of Education, Winneba (UEW). The study seeks to explore how sandwich students of the University of Education Winneba (UEW) use/manage their time regarding personal and academic activities. I write to ask you to partake in answering a questionnaire that will last for about 20 minutes, no longer than 30 minutes. Information on your background and your honest opinion on how you manage your time regarding academic and personal activities will be required.

2. Voluntary participation

The questionnaire is voluntary, and you are free to stop answering any questions at any time without providing a reason. Choosing not to respond to a question is another option.

3. Procedures and confidentiality

The questionnaire will be administered to you to answer. Clarifications will be given when needed. Any information you will provide will be anonymous and will not in any way affect you. Your identity will not be disclosed in the report. The information will be used for reports and publications related to sandwich students' time management practices.

4. Whom to Contact:

If you have any questions about the study, please contact me on **0240477199** or **0571477199**

Part 2: Informed Consent Form

I have read the informational document on participation, and I have had a chance to ask any additional questions I might have had. I am aware that filling out the questionnaire is completely optional and that I can stop at any time. I am aware that information pertaining to me will be used for assessment reports and publications, and I give my permission for its use. Georgina Addo can be reached at 0240477199 or 0571477199 if I have any questions or complaints about the survey and the data gathered.

By signing below, I am consenting to (please tick):

- completing the questionnaire
- including my information without personal details (anonymized) in the time management practices among sandwich students of the University of Education, Winneba dataset and allow using this information for analysis and publications, also by other researchers

Name

Signature

Date

Day/ Month/ Year

Institution:

Supervisor:

APPENDIX D

UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF SCIENCE EDUCATION

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF HOME ECONOMICS

Research topic: Time Management Practices among Sandwich Students of University of Education, Winneba

Questionnaire designed to measure time management practices among sandwich students of University of Education, Winneba.

Introduction

Dear colleague, thank you for agreeing to participate in this study. The study seeks to explore how sandwich students of University of Education Winneba (UEW) use/manage their time as far as personal and academic activities are concerned. Below are the objectives of the study

1. ascertain the knowledge sandwich students of University of Education, Winneba have about time that influence their time management practices.
2. assess how University of Education, Winneba sandwich students plan their time in relation to the various activities they engage in.
3. investigate the challenges University of Education, Winneba sandwich students face in managing their time in the course of their studies.
4. explore strategies sandwich student of University of Education Winneba employ in managing the challenges they encounter in relation to time management.

Introduction

Please read the following statements and kindly provide the information required. There are two parts. Part one seeks the background information about you while part two requires your honest opinion on how you manage your time as far as academics and personal activities are concerned. In most cases, you will be required to select the option that best suit or answers the question. Your identity will not be disclosed in the report. Any information you will provide will be anonymous and will not in any way affect you.

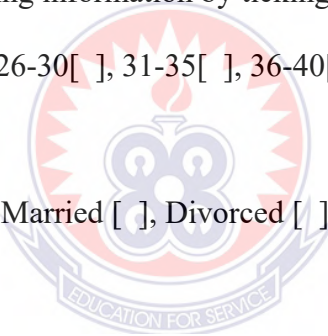
Part 1- Background Information

Kindly provide the following information by ticking appropriately

Age: 15-20 [], 21-25 [], 26-30 [], 31-35 [], 36-40 [], 41 and above []

Gender: F [] M []

Marital Status: Single [], Married [], Divorced []



Part II

This part has five options; strongly disagree (SD), Disagree (D), Neutral (N), Strongly Agree (SA) and Agree (A). Kindly tick where appropriate

Research Question 1: What knowledge do sandwich students of University of Education, Winneba have about time that influences their time management practices?

| N° | STUDENTS' KNOWLEDGE ABOUT TIME | SD | D | N | A | SA |
|-----------|---------------------------------------|-----------|----------|----------|----------|-----------|
| 1 | Time is a limited resource | | | | | |
| 2 | Time is measurable | | | | | |
| 3 | Time is irretrievable | | | | | |
| 4 | Time is money | | | | | |
| 5 | Time is a commodity | | | | | |
| 6 | Time is relative | | | | | |
| 7 | Time is of essence | | | | | |

How does the following influence your time management practices?

| No | KNOWLEDGE ABOUT TIME | VERY LOW | LOW | OFTEN | VERY OFTEN |
|-----------|-----------------------------|-----------------|------------|--------------|-------------------|
| 1 | Time is a limited resource | | | | |
| 2 | Time is measurable | | | | |
| 3 | Time is irretrievable | | | | |
| 4 | Time is a commodity | | | | |
| 5 | Time is money | | | | |
| 6 | Time is relative | | | | |
| 7 | Time is of essence | | | | |

1. Research Question 2: What are the planning measures put in place by sandwich students of University of Education, Winneba in relation to various activities they engage in?

Indicate the amount of time you consume on each activity. (Amount of time must sum up to 24hrs)

| No | ACTIVITIES | AMOUNT OF TIME CONSUMED (24hrs) |
|----|--|---------------------------------|
| 1 | Academic activities. Eg. attending lectures, studying and doing assignment on your own, organization of seminars on campus, etc | |
| 2 | Household activities. Eg. cleaning, meal preparation, bathing, laundering etc | |
| 3 | Social activities eg. attending club meetings, funerals, weddings etc | |
| 4 | Religious activities eg. Attending church, organisational meetings, etc | |
| 5 | Recreational activities. Eg. Playing games, watching movies, listening to music , visiting friends etc. | |
| 6 | Sleeping and Relaxation | |
| 7 | Making and receiving phone calls | |

1. Indicate the planning measures put in place in relation to the amount of time you consume on each activities.

| S/N | Method of planning | SD | D | N | A | SA |
|-----|---|----|---|---|---|----|
| 1 | I write a task plan or “To Do List” | | | | | |
| 2 | I jot down important activities that need to be done in a single day against allocated time. | | | | | |
| 3 | I make sure high priority tasks come on top followed by those which do not need much of my importance at the moment | | | | | |
| 4 | I complete pending tasks by sequencing activities (doing two or three things at the same time, etc) | | | | | |
| 5 | I do not begin fresh work unless I have finished my previous tasks | | | | | |
| 6 | I tick the task I have already completed | | | | | |
| 7 | I ensure I finish the tasks within the stipulated time frame | | | | | |
| 8. | I set goals and objectives to guide me before planning time. | | | | | |

Research Question 3: What challenges do University of Education, Winneba sandwich students face in managing their time in the course of their studies?

| N ^o | CHALLENGES | SD | D | N | A | SA |
|----------------|--|----|---|---|---|----|
| 1 | Reduction of efficiency in performance | | | | | |
| 2 | I feel tired before the day ends | | | | | |
| 3 | I have hard time studying | | | | | |
| 4 | I put off task which are daunting or uninteresting | | | | | |
| 5 | Sometimes I feel I am not in a position to cope with time | | | | | |
| 6 | I put off studying until just before a quiz or exam. | | | | | |
| 7 | I do other things while a lecture is going on | | | | | |
| 8 | I regularly take notes or jotted points from colleagues to the hostel to copy | | | | | |
| 9 | I sometimes turn in assignment late | | | | | |
| 10 | I assign work to pending category when it should be dealt with on the spot | | | | | |
| 11 | I take a quiz without having actually studied for it | | | | | |
| 12 | I forget about deadline until just before it is due | | | | | |
| 13 | I spend too much time on something trying to get it perfect | | | | | |
| 14 | I get to the end of a day and feel like I have accomplished nothing | | | | | |
| 15 | I double-book my schedule | | | | | |
| 16 | I schedule too many things in a time frame | | | | | |
| 17 | I go from one task to another rather than sticking to one until it is finished | | | | | |
| 18 | I feel like I do not put in as much study time as I should | | | | | |
| 19 | I undertake work as it appears, rather than in order of priority | | | | | |
| 20 | I say yes to request even if they are unsuitable or unreasonable | | | | | |
| 21 | I allow interruptions when working on a task | | | | | |
| 22 | I waste considerable time on unimportant calls | | | | | |

Research Question 4: What strategies do University of Education, Winneba sandwich students employ in managing the challenges they encounter in relation to time management?

| N ^o | Strategies | SD | D | N | A | SA |
|----------------|---|----|---|---|---|----|
| 1 | I set myself specific and clearly defined goals and objectives | | | | | |
| 2 | I keep to schedule so that I achieve my goals and objectives on time | | | | | |
| 3 | I map out several routes towards my goals in case my first course of action fails | | | | | |
| 4 | I don't put off making decisions | | | | | |
| 5 | I use my diary to write down appointments, deadlines and things to do | | | | | |
| 6 | I review my progress towards goals and revise my plans when necessary | | | | | |
| 7 | I put up positive attitudes towards frustration and failure | | | | | |
| 8 | I take some minutes to review my day. | | | | | |
| 9 | I organize activities my activities in order of importance | | | | | |
| 10 | I do tasks in order of their importance | | | | | |
| 11 | I try to complete one task before going on to the next | | | | | |
| 12 | I have a daily "to do list that I update regularly | | | | | |
| 13 | I always cut down on my sleep time better to meet deadlines | | | | | |
| 14 | I delete what exceeds the necessary and focus on main goals | | | | | |
| 15 | I use a highlighter pen or underlining to emphasize key facts in my lecture notes | | | | | |
| 16 | I don't allow constant interruptions to my work | | | | | |
| 17 | I share tasks or problems with others if possible. | | | | | |
| 18 | I do screen time studies (studying on a screen. Can be phone screen, laptop etc.) | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| 19 | I try to divide the time on my interests and duties so that one does not overwhelm the other | | | | | |
| 20 | I plan out a revision timetable for examinations | | | | | |
| 21 | I know the times of day when I am most productive and schedule my most demanding work for these times | | | | | |
| 22 | When revising, I take a few minutes break every hour to refresh my mind. | | | | | |

Thank You.

