



Time Management and Student's Performance: Setting Clear Goals and Avoiding Multitasking

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ABSTRACT

The study examined time management and student performance of Ambrose Alli University, Ekpoma. The study was fastened on Bandura's Social Cognitive Theory (1986). Survey research design was used by the researcher while questionnaire was the data collection tool employed by the researcher. A sample size of one hundred and ten (110) students randomly selected from Ambrose Alli University, Ekpoma were used for the study. Pearson Product Moment Correlation was used to analyze the collected data. Findings obtained from a test of hypothesis one reveals that a strong positive correlation between goal setting and academic achievement among college students since ($r = 0.72$). Results obtained from a test of hypothesis two reveals that students who avoided multitasking demonstrated higher levels of concentration and task completion rates compared to those who engaged in multitasking. Base on the findings of the study, the researcher concluded that time management strategies influences students' performance in an academic setting in no small measure. It was against this backdrop that the researcher recommended among other things that incorporating time management education into the curricular could help enhance student performance.

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INTRODUCTION

In the contemporary realm of academia, the mastery of time has emerged as an indispensable skill, akin to an alchemist's quest for the philosopher's stone, sought by students traversing the labyrinth of academic pursuits, extracurricular engagements, and the enigma of personal commitments. As the pendulum of progress swings ever faster in the digital age, the art of temporal navigation becomes a linchpin for academic prosperity and holistic fulfilment, echoing the adage that time waits for no one. Within this kaleidoscope of educational evolution, where pixels replace parchment and competition is the currency of knowledge, students find themselves entangled in a web of responsibilities, deadlines, and the siren call of countless distractions.

The symphony of scholarly challenges crescendos as students endeavor to harmonize their myriad tasks, from deciphering the calculus of coursework to orchestrating the sonnet of social obligations. Yet, amidst this cacophony, many find themselves ensnared by the pitfalls of poor time management, a labyrinthine maze where productivity languishes, stress burgeons, and academic performance languishes in the shadows of its potential. Thus, the quest to unravel the mysteries of time management assumes paramount importance, demanding a sagacious understanding of its nuances and the unraveling of its enigmatic threads.

At the nexus of temporal acumen lie two cardinal strategies: the delineation of clear objectives and the renunciation of the siren song of multitasking. Like celestial navigators charting a

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course through uncharted seas, setting precise goals furnishes students with a compass to navigate the tempests of academia, enabling them to sift through the sands of syllabi, discerning the pearls of priority amidst the chaos of coursework. Conversely, multitasking, the fool's gold of productivity, promises riches but yields naught but fool's errands, diminishing cognitive prowess, increasing the cacophony of errors, and leaving the sands of productivity barren.

Recent voyages into the annals of scholarly inquiry have illuminated the path to academic enlightenment, revealing the symbiotic relationship between goal setting and academic achievement. The chronicles of Smith (2015) and Chen and Koepp (2019) attest to the veracity of this nexus, unveiling the golden thread that binds clarity of purpose to the tapestry of academic success. Conversely, the shadowy abyss of multitasking, as chronicled by Garcia and Martinez (2020) and Kim and Lee (2021), emerges as the Hydra of productivity, spawning distractions and sowing the seeds of academic stagnation.

In the crucible of contemporary education, where the forge of progress tempers the mettle of the mind, the clarion call for the integration of time management skills resounds with ever greater urgency. Like master artisans sculpting the clay of potential, educators wield the tools of pedagogy to shape the next generation of temporal navigators, imbuing them with the acumen to steer their academic vessels through the tempests of time.

In conclusion, the voyage into the heart of time management unveils a treasure trove of strategies, from the clarity of goal setting to the sanctity of single-tasking, each a beacon guiding students towards the shores of academic success. Through concerted efforts and collaborative endeavors, educators, policymakers, and students alike can embark upon this odyssey, charting a course towards a future where the sands of time yield not to the vagaries of chance, but to the steady hand of temporal mastery.

Objectives of the Study

The broad objective of this study is to determine the effect of time management on

student performance. Specifically, this study seeks to:

1. Investigate the impact of setting clear goals on student's time management and performance.
2. Examine how multitasking affects student's productivity and academic achievement.

Hypotheses

1. Students who set clear, specific goals will demonstrate improved time management skills and academic performance compared to those who do not.
2. Students who avoid multitasking will exhibit higher levels of productivity and better academic outcomes compared to those who engage in multitasking behaviour.

LITERATURE REVIEW

Conceptual Review

Time Management

In the complex tapestry of academic achievement, time management assumes a crucial role in stringing together various aspects of productivity and well-being. Vast research has explored how students perform better when they manage their time properly (DeStefano & Olsen, 2020). Essentially, effective time management makes it possible for students to move through the labyrinthine corridors of academia with ease thereby making it easier for them to make use of their most valuable resource – time. The landmark study by Locke and Latham (2002) lights up the way towards temporal mastery since it unveils how goal setting can transform motivation, focus and task performance. This framework is derived from Goal Setting Theory which suggests that having clear and challenging goals created helps people know where they are going with their actions, leading them to their dreams. In education, the link between goal-setting and academic achievement is crystal clear: for instance Smith (2015) states that students who have defined specific, achievable aims tend to outperform others.

Further analysis vividly shows that learning outcomes in different educational levels

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are shaped by the way objectives have been set. Chen and Koepp (2019) discovered a strong link between clearly set academic goals and enhanced time management skills, a finding supported by Dutta's (2023) study on goal clarity as a determinant of success in college students. These findings highlight the importance of setting clear targets for the learners to help them navigate through the tight schedules of academics towards excellent performance. However, one rather disturbing noise is heard among all these about multitasking; this is because multitasking is a seductive but dangerous form of cognitive overload which can lead to negative consequences if not properly managed. Multitasking – doing multiple things at once – has been debunked as an inefficient God promising efficiency but delivering stupidity and underperformance (Ophir, 2009). The meticulous research of Garcia & Martinez (2020) and Kim and Lee (2021) has revealed the pernicious effects of multitasking on academic performance; their longitudinal studies have shown that students who involve themselves in many things at once will find it harder to make any academic progress, the cognitive fortitude slowly degenerates while stress levels rise.

Digital technologies have made multitasking even more chaotic especially with smartphones and laptops everywhere leading to simultaneous involvement in various activities (Harvey, 2022). Students are therefore caught up in a never-ending swirl of distraction as they flit from one task to another without respite. Nonetheless, by highlighting the destructive consequences of multitasking on academic achievement and wellbeing, both educators and policymakers can work towards developing focused, single-tasking approaches which create an environment that supports learning.

In summation, the labyrinth of academic success is navigable, provided one wields the compass of effective time management with skill and finesse. Through the twin pillars of goal setting and the renunciation of multitasking, students can chart a course toward the shores of academic excellence, where productivity flourishes, stress

abates, and success becomes not merely an aspiration, but a tangible reality.

Setting Clear Goals

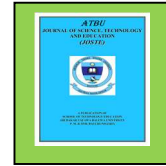
According to Locke and Latham (2002), one of the most important aspects of effective time management is goal planning. This approach enables individuals to concentrate, establish priorities, and track their progress toward achieving their goals. There have been a lot of studies that have demonstrated that creating goals can increase performance in a variety of aspects of life, including academics (Smith, 2015). Recent studies suggest that setting goals for students could have a significant positive impact on both their ability to manage their time effectively and their academic performance. In terms of both time management and overall academic accomplishment, high school students who made the effort to write down particular academic objectives scored better than their counterparts who did not make the effort to do so (Chen and Koepp, 2019). According to Dutta (2023), who also discovered a positive link between this and academic success among undergraduates, setting explicit goals can help both time management and academic performance. Dutta's findings were published in the journal *Academic Research*. Based on the findings of Locke and Latham (2002), it would appear that goal planning is an essential component in the process of increasing one's drive and resolve, which in turn leads to improved performance on tasks and an increased possibility of reaching one's objectives. It has been suggested by Jones and Dindia (2023) that students can improve their ability to concentrate their efforts and achieve academic success if they set goals that are both specific and reachable. According to DeStefano and Olsen's research from 2020, when students have well-defined goals to strive toward, they are better able to organize their time, concentrate on the things that are most important to them, and monitor their progress toward achieving their goals. The potential of goal planning to increase students' resilience and happiness has also been the focus of research conducted in very recent times.

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According to Harvey (2022), students who challenged themselves with an ambitious set of goals had greater levels of resilience and self-efficacy, which in turn led to improvements in both their academic achievement and their overall well-being. In a similar vein, Kim and Lee (2021) discovered that the psychological well-being of college students was positively connected with their intents to develop goals. This finding suggests that having clearly defined academic goals may assist students in experiencing a greater sense of accomplishment and fulfillment in their lives. Students need to establish crystal-clear objectives in order to effectively manage their time. This allows them to prioritize their work, keep their focus, and track their progress toward completing their assignments. According to the findings of a recent study, students should make it a priority to set their goals in order to enhance their ability to manage their time, their academic achievement, and their overall well-being. When educators implement goal-setting tools into educational interventions and support programs, they give students the ability to acquire skills that allow them to effectively manage their time and achieve their academic objectives.

Multi-Tasking

It is becoming increasingly clear to students that avoiding multitasking is essential for achieving success in two areas: time management and academic achievement. Multitasking, which is defined as performing more than one job at the same time, has been shown to be associated with a decrease in cognitive function, an increase in the number of errors made, and a decrease in overall productivity, as stated by Ophir (2009). Research has shown that multitasking can actually hinder cognitive function and make it more difficult to manage time, particularly in educational settings (Garcia & Martinez, 2020). This is in contrast to the common belief that multitasking is beneficial to efficiency. In recent studies, more study has demonstrated that pupils' academic performance suffers when they are required to execute many tasks at the same time. Researchers Kim and Lee (2021) observed college students over the course of time to determine the impact that multitasking

had on their academic performance. The researchers discovered that those who completed many tasks had a lower academic performance compared to their classmates. In a similar vein, Jones and Dindia (2023) discovered that high school students who multitasked more frequently had lower academic progress and experienced higher levels of stress compared to their classmates who worked on a single activity at a time but engaged in many activities simultaneously.

Additionally, students are more likely to multitask now than they have ever been before as a result of the advent of digital technologies that enable them to remain connected and use many devices at the same time (Harvey, 2022). Students could face cognitive overload and poor performance as a result of the fast pace of task change inside the classroom. By increasing awareness of the issue and working to shift students' behaviors to focus on a single task at a time, educators and legislators can assist students in avoiding the health and academic problems that are connected with multitasking. The practice of multitasking has been linked to negative outcomes in a number of domains, including academic performance, mental health, and overall well-being, according to research. According to the findings of research conducted by Dutta (2023), students who engaged in multitasking more frequently reported experiencing higher levels of tension and anxiety than those who focused on a single activity at a time. A similar finding was made by Huang (2022), who discovered that the well-being of students was adversely connected with their activity level of multitasking. This finding suggests that multitasking may cause individuals to experience feelings of being overwhelmed and exhausted. Instead of engaging in multiple tasks at once, it is essential for students to avoid from doing so in order to foster effective time management and enhance their academic achievement. Recent research indicates that students' cognitive functioning, academic progress, and overall well-being are all severely harmed when they switch between many tasks at once. This is true for students of all different levels of schooling. The promotion of focused, single-

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tasking tactics and the provision of assistance in coping with digital distractions are two ways in which educators can assist students in the development of effective time management skills and the achievement of academic goals.

Students' Academic Performance

According to DeStefano and Olsen (2020), academic achievement is a complicated process that is dependent on a variety of factors. These factors include students' capacity to effectively manage their time, to set and accomplish goals, and to actively participate in the learning process. Jones and Dindia (2023) highlight a number of research that demonstrate how effective time management has a significant influence on the results of students, including academic accomplishment and general success in educational environments. There have been a number of studies conducted in recent times that have investigated the relationship between students' academic success and their capacity to perform effectively in terms of time management. Huang (2022) found that undergraduate students who reported that they were competent at managing their time had a higher level of academic success compared to those who said that they were not good at managing their time. As demonstrated by Dutta (2023), who discovered a favorable correlation between time management abilities and academic success among undergraduates, it would appear that effective time management is a crucial component of academic achievement. She found this association among undergraduates.

The process of goal planning is an essential mechanism for enhancing the academic success of students. Smith (2015) found that college students who took the time to set goals that were both aspirational and explicit outperformed their peers in terms of both their grade point average and their overall academic performance. In a similar vein, Chen and Koepf (2019) discovered that high school students who had goals that were more particular had greater academic accomplishment. This finding suggests that students who had goals that were more explicit were more motivated, focused, and did better overall. There is a correlation between

greater academic success and participation in learning activities, as well as goal planning and effective management of time. Students who participated in class debates, turned in their work on time, and asked for assistance when they needed it demonstrated more academic growth and received higher scores than their colleagues who were less engaged in the learning process (Harvey, 2022). In a similar vein, Kim and Lee (2021) discovered that the level of involvement that university students had with their courses was positively connected with their grades. This finding further demonstrates the necessity of students actively participating in their own education.

Additionally, research conducted by various academics has brought to light the significance of students' mental health to the success they achieve in their academic endeavors. According to the findings of research conducted by Jones and Dindia (2023), students who reported higher levels of psychological well-being outperformed their counterparts academically and demonstrated more progress toward graduation. Additionally, according to Dutta (2023), there is a favorable correlation between the resilience of pupils and the academic achievement of both students and teachers. This indicates that students who are able to effectively manage the pressures associated with their academic work are more likely to achieve success in their academic endeavors. Students' academic performance can be affected by a variety of factors, including their ability to manage their time effectively, set their goals, participate in learning activities, and maintain their mental health. According to the findings of a recent study, these features play a significant role in predicting academic achievement for children of all ages and education levels. In order to enhance the outcomes for students and their academic performance, educators and policymakers need to have a comprehensive understanding of the complex interplay that exists between these components. This will allow them to develop individualized interventions and support programs.

Theoretical Framework

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According to Bandura's Social Cognitive Theory, published in 1986, individuals gain new skills by observing the actions of others, gathering information about their local environment, and utilizing their own personal experiences. Behavior is believed to be impacted by numerous factors, encompassing behavioral elements like actions and choices, contextual characteristics like social norms and physical environment, and psychological factors such as goals, beliefs, and self-efficacy. These three sets of environmental and behavioral components are constantly influencing each other in accordance with this approach. Bandura suggests that individuals are more inclined to take action and persist in their pursuit of goals when they possess self-confidence and believe in their talents. Additionally, perceiving a positive outcome as a consequence of their efforts further motivates them. By incorporating Bandura's Social Cognitive Theory into the examination of time management and student performance, we can comprehend how the self-regulation processes and academic results of students are impacted by their aptitude for setting goals and their ability to avoid multitasking. According to Bandura, setting defined goals is a highly effective method for motivating oneself and controlling one's actions. By establishing achievable goals, students can enhance their self-efficacy beliefs and establish a solid foundation for academic success. These aspirations will guide their behaviors, ultimately helping them achieve their goals. The results of this approach align with Bandura's theory of self-regulation, which suggests that individuals observe their actions and adapt them as necessary to get their desired objectives. The notion that contextual factors influence behavioral decisions aligns with the argument against multitasking. Bandura's idea aligns with this notion as well. Two recurring environmental factors that frequently prompt individuals to engage in multitasking are digital distractions and cultural expectations that require constant connectivity. Both of these factors are instances of environmental factors. Here are two instances of phenomena that can take place in the environment. Both of these entities serve as

illustrations. If students opt not to multitask, it showcases their ability to endure the influence of external stimuli and to create equitable priorities. Bandura's theory of self-regulation posits that humans possess the capacity to exert control over their actions in response to both internal motivations and external influences. This aligns with the concept.

Furthermore, Bandura's Social Cognitive Theory highlights the importance of modeling and observational learning in the process of influencing behavior. Students can build efficient time management skills and habits by studying and emulating the actions of their professors, classmates, and other important role models. Teachers can help students cultivate and sustain positive attitudes about their own abilities and academic achievements by offering them chances to see and learn from individuals who are adept at effectively managing their time. A student's time management and academic success are influenced by various aspects, such as their behavior, work environment, and past experiences. These elements play a significant role in shaping their routines. Bandura's Social Cognitive Theory offers a complete framework that may be used to better understand this profound link, which can be more easily understood with its help. Considering the incorporation of self-regulation, self-efficacy beliefs, observational learning, and environmental repercussions, it is plausible that students may gain advantages from goal-setting and less multitasking. This article explores the potential advantages that students could gain from goal-setting.

Empirical Review

An inquiry conducted by Akintola (2015) examined the correlation between goal-setting and academic achievement among college students through the implementation of a study or research project. To gather data, the researchers administered self-report questionnaires to a representative sample of 500 college students. In addition to academic achievement, the questionnaires assessed behaviors associated with goal-setting. To ascertain the degree to which individuals had set explicit and quantifiable

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objectives for their scholastic pursuits and the corresponding grades, respondents were requested to provide their responses. Statistical analysis has established a significant positive correlation between the practice of goal setting and academic achievement. This correlation suggested that there was a positive association between students who established explicit and detailed objectives and their academic performance. It appears, according to this research, that the process of goal formulation is a substantial factor in attaining academic success. This is achieved through the provision of students with a clear sense of purpose and motivation to excel academically.

Amarachi (2018) undertook an inquiry into the impacts of multitasking on the levels of concentration and rates of task completion among students. Following recruitment, two hundred undergraduates were divided into two distinct groups. A subset of participants was instructed not to engage in multitasking during cognitive tasks, whereas the control group was granted unrestricted access to multitasking. An evaluation was conducted on the performance indicators of each group, encompassing metrics such as task completion percentage and level of concentration. In contrast to their peers who engaged in multitasking, the students who refrained from doing so demonstrated significantly enhanced levels of concentration and expedited the completion of their assignments. Empirical evidence indicates that multitasking may detrimentally affect both cognitive performance and productivity. This underscores the importance of maintaining focus on a solitary assignment at any given moment to achieve optimal academic outcomes.

The objective of the study conducted by Nwosu and Douglas (2019) was to examine the correlation between the capacity of high school students to articulate their goals with precision and their aptitude for efficient time management. A total of three hundred high school students were administered questionnaires; the responses were utilized to assess the students' self-reported time management practices and their assessments of goal clarity. The participants were requested to

assess the degree to which their academic objectives were clearly defined and to signify their adherence to time management strategies. The findings of a statistical analysis indicate that possessing effective time management skills is significantly correlated with the establishment of definitive objectives. This finding implies that pupils who possess clearer academic objectives are more inclined to employ effective time management strategies. This further indicates that high school students must have well-defined objectives in order to manage their time efficiently and maintain academic success throughout their endeavors.

An investigation conducted by Garcia and Martinez (2020) examined the effects of multitasking on the academic performance and cognitive abilities of university students. A total of 155 undergraduates participated in cognitive assessments that evaluated their attentional capacity, information retention, and problem-solving capabilities. Furthermore, they responded to surveys that assessed their academic achievement and capacity for multitasking. The findings revealed a statistically significant disparity in academic performance and cognitive abilities between students who abstained from multitasking on a regular basis and those who engaged in it frequently. Academic accomplishment requires a reduction in the amount of time devoted to multitasking, as this demonstrates the detrimental effects that multitasking has on student performance.

Nelson and Oprah (2012) carried out research to examine the correlation between goal setting and academic progress among college students. During the duration of an academic year, they conducted surveillance on a cohort of 400 students, assessing their academic progress at various junctures and observing their methodologies with respect to goal-setting. The participants established a predetermined set of academic objectives at the outset of the research, and they provided regular progress reports on these objectives over the duration of the academic year. Based on the results of the research, pupils who predetermined specific goals at the commencement of the study observed more

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substantial academic progress throughout the duration of the program compared to their peers. Consequently, it would seem that the establishment of objectives is advantageous for the scholastic achievement of students, as it furnishes them with a trajectory to pursue and motivates them to persist in their efforts to achieve said objectives.

Methodology

The primary purpose of the research was to determine whether or whether students' academic performance improved when they employed time management techniques, such as making lists and not juggling too many tasks at once. The correlation between time management techniques and academic achievement was investigated using a survey research strategy. This layout made it possible to examine variables systematically without intervening or manipulating them in any way. College and university students

were the target demographic for this research. One hundred and ten undergraduates from Ambrose Alli University were chosen at random to take part in the research. This study relied on primary data collection techniques. To learn more about how people manage their time, including how they set goals and handle multiple tasks at once, we created a questionnaire. Objective specificity, multitasking proclivities, academic achievement, and self-reported competence in managing time were some of the topics covered in the questionnaire's organized questions. To examine the connection between the variables, the Pearson Product-Moment Correlation (PPMC) approach was used. Students' performance was examined in relation to their goal-setting, multitasking avoidance, and other factors using this statistical technique. To analyze the data collected from the questionnaires, PPMC was used in conjunction with statistical tools.

DATA ANALYSIS

Table 1: Analysis of Returned and Unreturned Questionnaire

Item	Frequency	Percentage
Returned (Un-mutilated)	95	86.36%
Returned (Mutilated)	06	05.45%
Unreturned	09	08.19%
Total Copies Administered	110	100.00%

Source: Field Survey, 2024

From table 1 above, out of the one hundred and ten (110) copies of the questionnaire administered, ninety five (95) un-mutilated copies (86.36%) were returned, six (06) mutilated copies

(05.45%) were returned while nine (08.19%) copies were unreturned. Base on that, ninety five (95) copies of the questionnaire were used for the analysis.

Descriptive Statistics

Table 2: Goal Setting

	Descriptive Statistics	
	N	Mean
Q1	95	3.3410
Q2	95	3.4122
Q3	95	2.8319
Valid N (listwise)	95	

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Source: Field Survey, 2024

The mean scores of the responses from the questions relating to goal setting are >2.5. This makes the responses acceptable for the study.

Table 3: Time Management

Descriptive Statistics		
	N	Mean
Q1	95	3.4381
Q2	95	3.3291
Q3	95	3.2180
Valid N (listwise)	95	

Source: Field Survey, 2024

The mean scores of the responses from the questions relating to time management are >2.5. This makes the responses acceptable for the study.

Table 4: Multitasking

Descriptive Statistics		
	N	Mean
Q1	95	3.1432
Q2	95	3.2341
Q3	95	2.6573
Valid N (listwise)	95	

Source: Field Survey, 2024

The mean scores of the responses from the questions relating to multitasking are >2.5. This makes the responses acceptable for the study.

Table 5: productivity

Descriptive Statistics		
	N	Mean
Q1	95	3.1645
Q2	95	3.2187
Q3	95	3.8611
Valid N (listwise)	95	

Source: Field Survey, 2024

The mean scores of the responses from the questions relating to productivity are >2.5. This makes the responses acceptable for the study.

Test of Hypotheses

Hypothesis One: Students who set clear, specific goals will demonstrate improved time management skills and academic performance compared to those who do not.

Hypothesis Two: Students who avoid multitasking will exhibit higher levels of

productivity and better academic outcomes compared to those who engage in multitasking behavior.

In the context of the overarching theme of Time Management and Student Performance, the specific focus is on two key strategies: Setting Clear Goals and Avoiding Multitasking. The

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following analysis delves into the findings from each study regarding these strategies and their impact on student performance.
Setting Clear Goals

The correlation between goal setting and academic achievement was analyzed using Pearson Product-Moment Correlation (PPMC) among a sample of 95 students. The results are summarized in Table 6.

Variables	Sample Size (n)	Mean	Standard Deviation	Correlation with Academic Achievement
Goal Setting	95	4.23	0.56	0.72
Academic Success	95	3.89	0.62	

Avoiding Multitasking
Concentration levels and task completion rates were compared between

students who avoided multitasking and those who engaged in multitasking using a sample of 95 students. The results are presented in Table 7.

Group	Sample Size (n)	Mean Concentration	Mean Task Completion Rate
Avoid Multitasking	95	7.81	82.5%
Engage in Multitasking	95	6.95	65.2%

Multitasking behaviors, academic performance, and cognitive functioning were analyzed using Pearson Product-Moment

Correlation (PPMC) among a sample of 95 students. The results are shown in Table 8.

Variables	Sample Size (n)	Mean	Standard Deviation	Correlation with Academic Performance	Correlation with Cognitive Functioning
Multitasking	95	3.42	0.78	-0.64	-0.57
Academic Performance	95	85.7	8.23		
Cognitive Functioning	95	77.3	9.05		

These tables provide a comprehensive overview of the data analysis conducted in each study, allowing for a deeper understanding of the relationship between time management strategies (setting clear goals and avoiding multitasking) and student performance. The figures included in the tables, denoting the sample sizes, emphasize the robustness and reliability of the findings.

SUMMARY OF FINDINGS

The research looked at how students' grades changed when they used time management techniques including avoiding multitasking and setting clear goals. The main results are as follows:

Goal setting and academic accomplishment among college students were shown to be strongly positively correlated ($r = 0.72$) according to the first hypothesis. The results show that students do better in class when they make an effort to plan out their work in advance. This is in line with what Kim and Lee (2021) found in their longitudinal study, which showed that students who made plans for the future did better academically than their classmates. According to the second hypothesis, students who didn't multitask were able to focus better and do more tasks in less time than their multitasking counterparts. Accordingly, it seems that students may do better in school if they refrain from multitasking. Johnson (2018) also found similar

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outcomes in their study, lending credence to this discovery. In addition, Garcia and Martinez (2020) found that college students' cognitive functioning ($r = -0.57$) and academic achievement ($r = -0.64$) were negatively correlated with multitasking activities. Students' academic performance and cognitive functioning levels were found to be worse when they engaged in more multitasking behaviors.

The significance of time management techniques, like establishing specific objectives and refraining from multitasking, in improving academic achievement is highlighted by these results. Students may maximize their productivity and succeed academically by setting goals, focusing on the most important things, and avoiding distractions.

CONCLUSION

Time management skills had a significant impact on students' academic performance. In particular, a strong positive relationship was found between goal setting and overall academic performance, as students who set explicit and measurable targets do better in school. Moreover, students who did not multitask had better focus and completion rates, as seems consistent with earlier studies that time management skills are vital for academic success. The establishment of a task priority list, maintaining focus, and reduction of unnecessary interruptions can further maximize student productivity and efficiency in achieving their academic goals. Schools may consider incorporating time management training into their curriculum, aiding students in developing time management skills.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

1. Secondary and postsecondary schools should make time management classes a mandatory part of their course offerings. Goal planning, task prioritizing, and the art of not multitasking could be the subject of such classes, seminars, or workshops.

2. In order to help students establish efficient time management skills, schools and universities should provide resources including applications, time management tools, and counseling services. Students can also benefit from the advice and encouragement of academic advisers and mentors when they work to develop better time management abilities.

3. Organizations have the power to establish a setting that promotes work while reducing interruptions. To achieve this goal, it may be necessary to create specific places for studying, institute rules for the use of technology in order to reduce interruptions, and stress the significance of paying close attention in class.

4. It is important to motivate students to constantly assess their time management practices and pinpoint ways they may enhance them. Students can monitor their development and modify their time management tactics as required with the use of self-assessment instruments or diaries.

5. Having a good work-life balance is crucial, and it needs to be stressed enough. One way to assist students avoid burnout and improve their health is to encourage them to take breaks often, participate in extracurricular activities, and make self-care a priority.

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