



Time Management Affects Academic Success



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INTRODUCTION

The aim of this study was to examine the relationship between time management attitudes and skills, and academic success.

Previous research has been inconclusive as to the strength of the correlation between time management attitudes, skills, and academic success (Britton & Tesser 1991; Kelly 2004, and Light 2001).

We performed two separate studies, one using time logs of successful vs. unsuccessful students, and one comparing four groups of subjects selected from a survey according to their time management attitudes.

METHODS

Study 1 (Time Logs)

Participants for the pilot study included thirteen students (11 control and 2 academic support) from Brigham Young University.

Students recorded their daily activities for a week, with four additional days rated as most pleasant, least pleasant, most productive and least productive. Time blocks were given adjective ratings.

Study 2 (Four Survey Groups Compared on GPA)

31 BYU students were selected from 701 participants in an online survey about time management attitudes and skills.

Participants responded on Likert scales, free response, multiple choice, and yes/no questions.

Factor analysis and a multivariate analysis of variance (MANOVA) were performed on the data.

Figure 1. Study 1 comparison of average hours spent in each of four areas, academic support subjects versus control subjects.

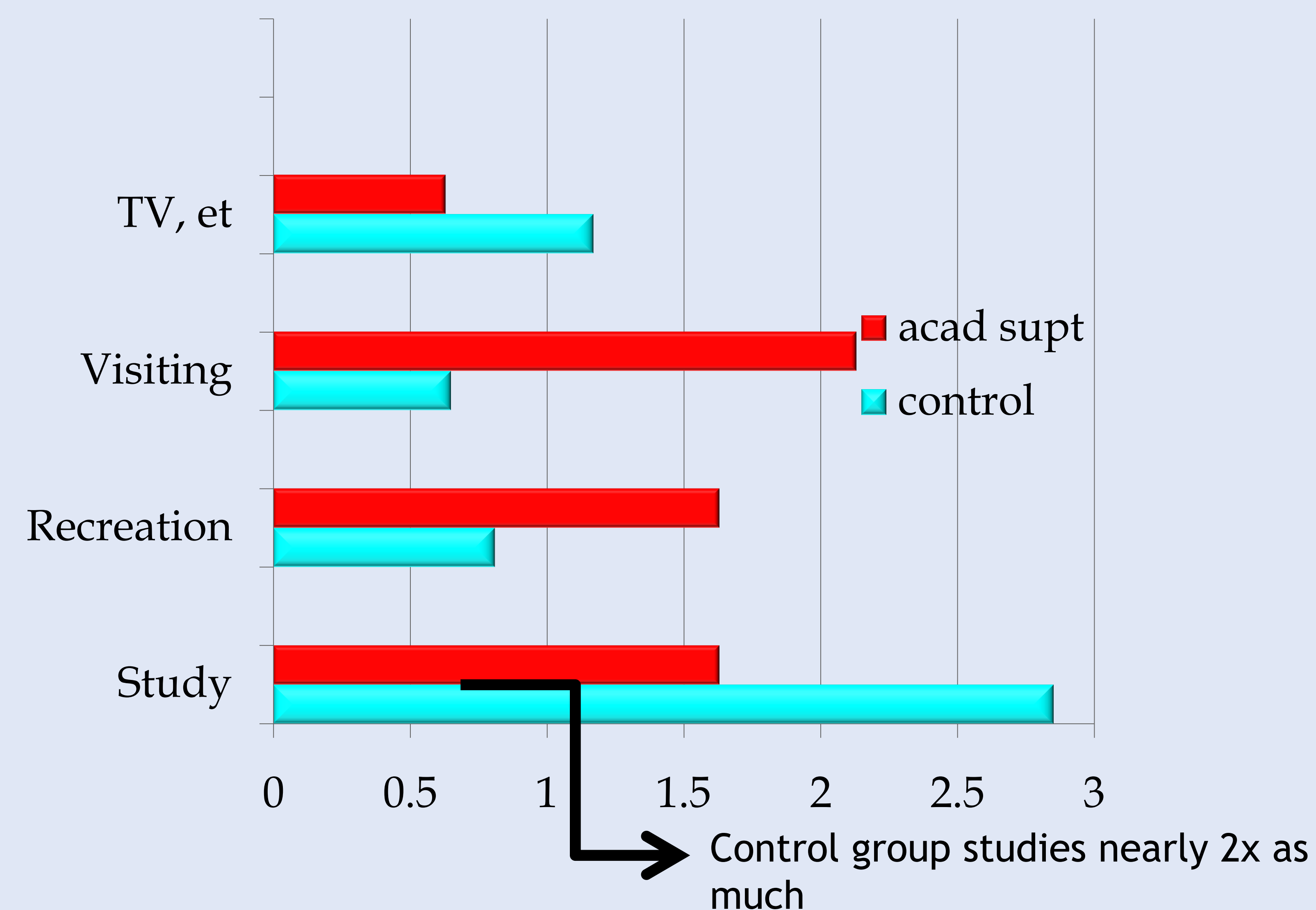


Table 1. Multivariate ANOVA results for comparison of four survey groups (spontaneous, organized, want skill, and successful w/o TM) on four dependent variables (ACT, high school GPA, and college GPA in 2006 & 2007).

Dependent Variable	F Ratio	p Value
ACT Score	F = 0.96	p < .425
High School GPA	F = 2.51	p < .080
BYU GPA in 2006	F = 2.37	p < .093
BYU GPA in 2007	F = 2.96	p < .050
MULTIVARIATE TEST (Roy's Greatest Root)	RGR = .309	p < .041

RESULTS

Study 1

Students on academic support studied half as much as the control group and typically spent much more time on visiting and recreation.

It was also found that students on academic support generally felt more productive about how they used their time.

Study 2

Students who viewed themselves as spontaneous tended performed worse academically than students from the other three groups of time management attitudes.

DISCUSSION

Results from both studies indicate that academic success can be influenced by both time management skills and attitudes.

Using any time management method seems to be more successful than being spontaneous.

Also, students' academic success is dependent on how they use their time.

Future studies should also incorporate a more diverse sample of college students.

The next method that will be used in this study is an EEG analysis of students with varying levels of academic success.

Britton, B. K., & Tesser, A. (1991). Effects of time-management practices on college grades. *Journal of Educational Psychology*, 83(3), 405-410.

Kelly, W.E. (2004). As achievement sails the river of time: The role of time use efficiency and grade-point-average. *Educational Research Quarterly*, 27, 3-8.

Light, R.J. (2001). *Making the Most of college: Students Speak their Minds*. Cambridge: Harvard University Press, 2001.

