

## Research Article

## The Impact of Time Management on Academic Achievement of Sandwich Students in Nigerian Universities

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**Abstract:** This study examined the impact of time management on academic achievement of sandwich students in Nigerian Universities. Research instrument tagged ‘Questionnaire on Sandwich Students’ Time Management’ (QSSTM) was used to elicit information from 40 randomly selected sandwich students’ on their time management skills which included planning, organizing and controlling. Three research hypotheses were formulated for the study. Interviews and observation reports from field study were also used to support or refute the questionnaire analysis. The results obtained revealed that all the time management skills examined have significant relationships with the academic performance of the sandwich students. Respondents failed to focus on activities leading to the attainment of grades; failed to organize the utilization of their time. The students’ best hours were not used for the most demanding tasks; lots of unplanned tasks and procrastination were accommodated during the contact session. Recommendations to address the findings were discussed.

**Keywords:** Lifelong learning, time management, academic achievement, sandwich.

### INTRODUCTION

A comprehensive history of the proliferation of Universities in Nigeria between 1948 and 2018 was provided by Kayode (2018). Unfortunately the explosion failed to bring about a significant reduction in the number of out-of-school children in the country (Abdullahi and Abdullah 2014). Thus, various educational programmes were set up in the post independent Nigeria to address the trend. These programmes included the introduction of sandwich programmes.

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. Recent estimate revealed that 39 Universities offer sandwich education programmes in Nigeria (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.

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 and Ayodele 2015). It affects all stake holders in educational sector including students, teachers, supervisors and administrators. Thus Naglieri and Gottling (1997) asserted that maximization of utilization of time for academic activities is required to enhance students’ academic performance.

In Nigeria primary and secondary schools, the teachers and parents guide students on how to utilise their time (Nwadiani 1999). This does not persist in the tertiary institutions where, according to Britton and Tesser (2001), students learnt lectures that only include superficial information hence students are expected to know more and explore further. This task requires the use of time. While a number of studies, such as

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Nwadiani (1999), Kayode and Ayodele (2015) have been reported on time management by primary and secondary schools' students in Nigeria. Studies such as Ogonor and Nwadiani (2006), Nzewi, Chiekezie and Ikon (2016) equally reported on time management by regular (on campus) university students in Nigeria. Unfortunately, a gross dearth of such study abounds on the sandwich students. Thus this study aims at filling this important gap.

### Theoretical Framework

The Pickle Jar Theory of time management developed by Jeremy Wright (Olubor and Osunde 2007) was used in this study. The theory states that activities and responsibilities of people need to be balanced using effective time management system. Thus, time is allocated for everything and things are expected to fit well where they are expected to fit. The theory is predicated on the fact that individuals have many priorities in lives such as studies, workload, leisure, family responsibilities, sleep and rest. None of these tasks is bad, but what is important is efficient management in the midst of time constraints in order to enhance performance in various areas of life.

The relevance of Pickle theory to time management and academic performance of students in Nigerian Universities, is predicated on the facts that numerous tasks abound to be performed while the time available to perform these tasks are limited hence the need to prioritize one's tasks appropriately. In the Universities, these tasks include, but not limited to, lecture attendance, workload, seminar presentation, proposal presentation, consultation of library materials, family responsibilities and project / thesis / dissertation defence. All these are pre-requisites to ensure higher cumulative grade point average, which is an index of academic performance in Nigerian Universities.

### Statement of the Problem

Time management has a significant impact on the lives of the students, especially those in tertiary institutions where time utilization were not supervised by parents and teachers. Unlike the regular programme where academic activities are run in two semesters in a session, that of the sandwich programmes are condensed into a single contact session. Many sandwich students are married with children thus possessed multiple responsibilities. Some sandwich students are nursing mothers, some are in time demanding employment, and some are unemployed yet scavenging for funds to finance their studies. All these exert enormous pressure on time utilization on sandwich students.

### Purpose of the Students

This study examines the relationship between time management skills and academic performance of sandwich students in Nigerian Universities. .

### Research Questions

- Is there any relationship between time planning and academic performance of sandwich students?
- Is there any relationship between time organizing and academic performance of sandwich students?
- Is there any relationship between time controlling and academic performance of sandwich students?

### Research Hypotheses

- There is no significant relationship between time planning and academic performance of sandwich students.
- There is no significant relationship between time organizing and academic performance of sandwich students.
- There is no significant relationship between time controlling and academic performance of sandwich students

### METHODOLOGY

The study was conducted among the sandwich students of the Ekiti State University Ado-Ekiti and University of Nigeria, College of Education, Ikere-Ekiti centre. It is a descriptive research (after Kayode and Ayodele 2015). The sample consisted of 20 randomly selected sandwich students from each of these two Institutions. Research instrument consisted of a questionnaire tagged 'Questionnaire on Sandwich Students' Time Management' (QSSTM) which was used to elicit information on the sandwich students' time management skills, such as planning, organizing and controlling.

The QSSTM was administered on the 40 randomly selected respondents. The data obtained from these set of respondents was analysed by using Likert rating scale as follow:

SA	- Strongly Agreed	- 4 Points
A	- Agreed	- 3 Points
D	- Disagreed	- 2 Points
SD	- Strongly Agreed	- 1 Point
U	- Undecided	- 0 Point

The scores obtained above were weighted to get their means and the means interpreted as follows:

0.0 – 0.9	= U
1.0 – 1.49	= SD
1.50 – 2.49	= D
2.50 – 3.49	= A
3.50 – 4.00	= SA

The data obtained were analysed using descriptive statistics especially frequency, means and percentages.

### Results and Discussion

The results of the study were obtained from the questions answered. However, interview and

observation reports from field study were also used to support or refute the questionnaire analysis.

### Research question 1

Is there any relationship between time planning and academic performance of sandwich students?

Table-1 revealed that respondents asserted that the act of setting goals at the beginning of each contact session was common among the students with each wanting to make good academic results at each contact session. The mean rating revealed that such goals were not replicated (on weekly basis) during the contact session. This tends to suggest that respondents do not readily work to attain the goal of obtaining good academic results. Roll (2017) asserted that students failed to achieve academic success because they focus on grades rather than the activities leading to the attainment of the grades.

The lists of things to do on each day of the contact session were not made. Although the use of instructional time is planned but field observation revealed that this was done by the authorities of the Institutions sampled through the setting up of lectures' timetable used for lecture delivery. Lecture timetables are widely advertised in lecture rooms premises hence all students were conversant with the lecture plans. This explains the high mean value (3.20, Table-1) obtained in this study. This study revealed the opposite for the use of non-instructional time.

Thus this study suggests that significant relationship abounds between time planning and academic performance of sandwich students hence the null hypothesis above fails. This finding lend credence to that of the assertion of Macan, *et al.*, (2000) that emphasised planning as key to efficient time management.

**Table 1: Impact of Mean ratings of the responses of respondents on time planning**

S/n	Statement	Frequency of Responses								
		SA	A	D	SD	U	N	Total	Mean	Interpretation
		4	3	2	1	0				
1	Goals are set at the beginning of each contact session	20	84	14	0	0	40	118	2.95	A
2	Lists of things to do on each day of the contact session are made	0	0	64	6	0	40	70	1.75	D
3	A set of goals to achieve in each week of the contact session is made	0	0	76	2	0	40	78	1.95	D
4	Use of instructional time is planned	112	36	0	0	0	40	148	3.20	SA
5	Use of non-instructional is planned	0	0	16	32	0	40	48	1.20	SD

### Research question 2

Is there any relationship between time organizing and academic performance of sandwich students?

The data obtained (Table-2) revealed that respondents do not take the instructional time into consideration in setting goals. The goals were not prioritized and several tasks were accomplished at a time. Deadlines were not set for the completion of tasks hence the low value obtained on focus tends to support the results in Table 1 above that focus was concentrated on academic results rather than activities to attain good

academic results. Thus, Table 2 revealed that respondents in this study failed to organize the utilization of their time. The null hypothesis failed. Significant relationship abounds between time organizing and academic performance of sandwich students.

The results above tends to lend credence to the previous assertion of NT (2017) that stipulated that organization is an important prerequisite in time management while Anon.(2019) opined that good organisation is the key to being a successful student.

**Table 2: Impact of Mean ratings of the responses of respondents on time organizing**

S/n	Statement	Frequency of Responses								
		SA	A	D	SD	U	N	Total	Mean	Interpretation
		4	3	2	1	0				
1	Instructional time is taken into consideration in setting goals	20	30	44	3	0	40	97	2.43	D
2	Prioritizing of goals is carried out	0	21	56	5	0	40	82	2.05	D
3	One task is accomplished at a time	0	0	70	5	0	40	75	1.88	D
4	Deadline is set for completion of a task	0	0	64	5	0	40	69	1.73	D
5	Focus is on result not on activity	0	0	62	9	0	40	71	1.78	D

**Research question 3**

Is there any relationship between time controlling and academic performance of sandwich students?

Table-3 revealed that time is set aside for academic activity on each day of the contact session. The timetable allocated specific time for each lecture, practical, teaching practice and examination. It was observed from the timetable that all these activities were condensed into the contact session which is the period of vacations in the Institutions sampled. Thus, the students experienced pressure on their time hence the high value obtained on the available time (3.73)

described as inadequate. The study also revealed that students' best hours were not used for the most demanding tasks; lots of unplanned tasks and procrastination were accommodated during the contact session.

The above thus revealed that the null hypothesis equally failed as significant relationship abounds between time controlling and academic performance of sandwich students. This finding agrees with Alay and Koçak (2003) who opined that high performance is dependent on the ability to control time utilization.

**Table 3: Impact of Mean ratings of the responses of respondents on controlling**

S/n	Statement	Frequency of Responses								
		SA	A	D	SD	U	N	Total	Mean	Interpretation
1	Time is set aside for academic activity on each day of the contact session	108	30	6	0	0	40	144	3.60	SA
2	Unplanned tasks are not accommodated during the contact session	0	0	52	4	0	40	56	1.40	SD
3	Best hours are used for most demanding task(s) during the contact session	0	0	68	6	0	40	74	1.85	D
4	Procrastination is not accommodated during the contact session	0	0	76	2	0	40	78	1.95	D
5	Inadequate time experienced during contact session	116	33	0	0	0	40	149	3.73	SA

**CONCLUSION AND RECOMMENDATIONS**

The study established that significant relationship abounds between the time skills examined in this study and academic performance of sandwich students. Thus the three null hypotheses considered in this study failed. The study aligned with Kelly (2004) that successful students are good time managers. Therefore, sandwich students should be made to cultivate the act of wise utilization of time. Perhaps it might be necessary to include time management in the curriculum of foundation courses such as General Studies taken by all students in their foundation year in the University. This will be a benign way of enhancing academic performance of sandwich students.

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