

# Measuring Time Management and Students' Academic Performance in Public Secondary Schools in Ruhinda North Constituency Mitooma District of Uganda

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## ABSTRACT

This study examines the relationship between Time Management and Students' academic Performance in public secondary schools in Ruhinda North Constituency, Mitooma District Uganda. The study was guided by three research objectives, three research questions, and three research hypotheses. The study adopted a cross-sectional research design. The researcher used a mixed research method that consists of both quantitative and qualitative approaches. The target population is 1888 participants which is made up of students, teachers, and headteachers. The total sample size is 330 respondents and this is obtained using Yamane's formula (1967) of sample size determination. The researcher used purposive and simple random sampling techniques. A combination of secondary and primary sources was used to collect data hence a variety of research tools, including questionnaires, interview guides, and observation checklists were employed to gather the study's data. The data was analyzed using the computer program SPSS (Statistical Package for the Social Sciences Ver 27). The researcher used Cronbach's alpha index to measure the internal consistency of the set items. The findings of the study indicated that there was a moderate positive relationship between consistent timely attendance ( $r(300) = .58$ ,  $r$ -critical =  $.113$ ,  $p = .05$ ); and consistent academic performance ( $r(300) = .65$ ,  $r$ -critical =  $.113$ ,  $p = .05$ ) and students' academic performance in public secondary schools. However, there was a strong positive relationship between effective study sessions and students' academic performance ( $r(300) = .81$ ,  $r$ -critical =  $.113$ ,  $p = .05$ ). The study recommended that; Students must be mindful of the time when completing their assignments. Students should make a strong effort to finish their projects and other academic tasks on time to avoid missing deadlines.

**Keywords:** Academic performance, Government, Public secondary schools, Stakeholders, Time management

## INTRODUCTION

Academic Performance is a degree of proficiency demonstrated by students on their class assessment tests, beginning-of-term examinations, mid-term examinations, end of term and general assessments [1]. According to [2], performance is defined as an individual's or a group's response to a learning task. When completing a task, course, or assignment, performance is frequently equated with academic achievement or attainment in the context of education. Academic performance is therefore related to a learner's educational aptitude and accomplishment concerning his or her work, and this is repeatedly evaluated through checks, assessments, coursework, and assignments [3]. Thus, academic performance is a product of both talent and effort, with the assumption being that ability is equal to the grades attained by those with stronger drive, more work, and more will [4]. The accomplishment or acquired expertise of an individual in the performance of a certain skill or set of knowledge is known as academic performance. Time management has been stressed repeatedly throughout history and is considered to be the key to success. To reduce time wastage and wasteful work, [5], advocated the use of time management to evaluate time and motion studies of employees. In this competitive time, finding time management solutions is a top issue for organizations and directors trying to attain high performance [6]. Additionally, the development of time management abilities early on in a student's academic career has also been commended [7]. According to [8], time management is a style of self-management that prioritizes knowing what has to be done, how to accomplish it more efficiently, when it should be done, and when the appropriate time is for the particular activity. According to [9], it has been demonstrated that children who are more adept at managing their time perform better academically. Although performing goal-directed activities to use time effectively is what describes time management as "behavior" in world countries, it remains a challenge on a global scale [10]. According to [10], time attitudes, long-range planning, and short-range planning are the three fundamental surfaces that makeup time management behavior in

industrialized nations. Time attitude, or how one views the past, present, and future, has been directly linked to academic success, particularly in scientific topics [11].

In European countries, the concept of handling everyday jobs for a longer period and keeping up with the objectives set for significant dates is called competence in long-range planning. Whereas, planning in the short run for the day-to-day activity or planning for tasks within a day or week is short-range planning. For students to better manage their curriculum and achieve learning objectives, according to [12], time management skills or behaviors assist students manage their coursework and meet their learning objectives, which in turn helps them produce better academic results. According to studies done in Africa [13], as students become more at juggling competing demands, their academic performance rises [14, 15]. Higher education institutions' curricula, particularly in Sub-Saharan Africa, are designed in such a way that workload peaks and valleys are common, leaving students to manage their work-life balance frequently without the institution's help. Majority of African nations, including Egypt, South Africa, Nigeria, and Mozambique, non-cognitive personal behavior, or students' views on time management are also a noble predictor of academic victory as it makes it hard for them to design their studies and causes them to become anxious and agitated when it's time for the assessment, which usually takes place at the end of the course [16]. Students have historically linked poor time management to subpar academic achievement, albeit this association may be partially skewed [14, 15]. In Uganda, secondary teachers are supposed to teach for roughly sixteen hours per week, according to the [17]. Furthermore, they must supervise any extracurricular activities that the leaders of the schools may designate. They are typically required to work eight hours a day, five days a week, on their jobs. In some circumstances, according to [18], a teacher may be required to work over their regular working hours to complete academic tasks including lesson planning, grading student papers, and/or preparing for exams. Thus, the study examined how time management influences the academic performance of secondary schools in Mitooma district of Uganda. The study is guided by [19] goal-setting theory of motivation, which states that goal-setting is essentially linked to task Performance. It claims that people accomplish tasks more skilfully when given clear, difficult objectives and constructive criticism. Goals, simply describe the task at hand and provide an employee instruction on how much work has to be done. Goal-setting theory is an organizational psychology theory. According to this theory, goals that are clear, specific, and challenging are more motivating than vague goals or easy goals. Goal setting theory is a technique used to raise incentives for employees to complete work quickly and effectively. Also, Goal setting leads to better performance by increasing motivation and efforts, through increasing and improving the feedback quality [20].

The goal-setting theory works effectively as an individual strives to achieve, [19]. When students strive to read a chapter, they are involved in a goal-directed behavior. In pursuing a goal, the goal setting theory students are generally aware of some current conditions, some ideal conditions, and the discrepancy between the current and ideal conditions. Goal-setting theory motivates people to act to reduce the discrepancy between "where they are and where they want to be". According to [19], there are four main reasons why goal hand-setting improves performance. The first goal directs attention to the tasks at hand. The second goal mobilizes our effort. The third goal increases persistence and resistance, finally, the Fourth goal-setting theory promotes the development of new strategies when old strategies fall apart.

## **METHODOLOGY**

### **Research Design**

This study adopted a cross-sectional research design. Cross-sectional studies are observational research projects that examine demographic data collected at one particular period in time. They are frequently employed to characterize demographic traits. In contrast to other kinds of observational research, cross-sectional studies don't keep track of participants across time. They are typically simple to carry out and reasonably priced. They help establish preliminary data when organizing a more in-depth investigation in the future [21].

### **Research Approach**

The researcher used a mixed method which consists of qualitative and quantitative approaches to establish the relationship between Time Management and Students' Academic Performance in public Secondary Schools in Mitooma District, Western Uganda. Correlational design involves obtaining data at a point in time with the identification of the state of affairs as it exists [22]. By linking the independent and dependent variables, statistical conclusions will be made based on quantitative data. The qualitative data will support the quantitative data by adding specific information in the form of interviewee statements for in-depth examination. The study made statistical inferences and conducted a thorough analysis using both quantitative and qualitative methodologies. Data was collected using questionnaires and interview guides and analyzed using both quantitative and qualitative methods.

### **Study Population**

The study population was 1888 participants, comprised of Teachers, Students, and Head Teachers in the Selected Public Secondary Schools in Ruhinda North Constituency, Mitooma District Uganda. The schools were four and were represented by letters of the alphabet, A, B, C, and D for confidentiality purposes.

**Table 1: Population Distribution by School**

SCHOOL	Head Teachers	Teachers	Students	Target population
A	1	27	560	588
B	1	17	310	328
C	1	29	450	480
D	1	31	460	492
<b>Total</b>	<b>4</b>	<b>104</b>	<b>1780</b>	<b>1888</b>

**Source: Primary Data**

The sample size for the study was 330. This was determined using Yamane's (1967) formula.

**Table 1: Distribution of Respondents Sample by School**

SCHOOL	Head Teachers	Teachers	Students	Total
A	1	5	96	102
B	1	3	54	58
C	1	5	78	84
D	1	5	80	86
<b>Total</b>	<b>4</b>	<b>18</b>	<b>308</b>	<b>330</b>

**Source: Researcher, (2024)**

**Sampling Technique and Procedure**

In this study, purposive and random sampling techniques were used, and simple random sampling.

**Purposive Sampling Technique**

The researcher used purposive sampling for selecting students, teachers, and head teachers. Purposive sampling is a technique in which the researcher selects the sampled units who, by their judgment, will meet the specific purpose of the study [23]. In this study, the researcher selected relevant respondents. Purposive sampling will be used because it helps to select respondents based on key knowledge and understanding of the key organizational concepts. Simple random sampling method and cluster sampling were used to choose a representative sample of Students, Teachers, and Head Teachers from the selected schools. A required number will be picked at random without replacement. On random sampling, many respondents have equal chances of being selected for the study.

**Data Collection Procedure**

The researcher obtained approval from the Research Ethics Committee. Thereafter, the researcher obtains clearance to proceed with the study from the Kampala International University Research Ethics Committee. The researcher obtained an introductory letter from the Postgraduate School of Kampala International University introducing him to the schools. An introductory letter was presented to the targeted respondents to permit the researcher to carry out the study in their schools. The researcher further got consent from respondents to be able to carry out the study. The researcher gave an introductory letter to each respondent and explained the purpose of the study by word of mouth. Written consent was also obtained from all the respondents before actual data collection was done [24].

**RESULTS**

**Table 3: Respondents responses on the class of student**

School	Senior 1	Senior 2	Senior 3	Senior 4	Senior 5	Senior 6	Total
A	21	20	19	15	11	10	96
B	11	10	10	9	8	6	54
C	15	13	12	14	13	11	78
D	16	14	14	13	12	11	80
<b>Total</b>	<b>63</b>	<b>57</b>	<b>55</b>	<b>51</b>	<b>44</b>	<b>38</b>	<b>308</b>

**Source: Primary Data**

From Table 3, most of the respondents were from S1 63 (20%) followed by S2, 57 (19 %). S6 student respondents were the least represented in the sample at 38 (12 %). The explanation for having more S1 students is based on their proportions in the schools. Most S1 classes are large and classes get small as you move up to S6. The cost of education for S5 and S6 is a lot more than for S1- S4. Most students drop out after S4 because of the higher cost of education in S5 and S6.

**Source of School Fees**

**Table 4: Respondents' responses on the student's sources of school fees**

Source of School Fees	No. of Students
Bursary	35
Self/Private	247
Other	26

**Source: Primary Data**

The results in Table 4 indicate that the majority of the students 247 (80 %) pay their fees. 35 (11 %) of the students were on bursary and 26 (9 %) paid school fees from sources. These results imply secondary school education is up to the individual to raise school fees otherwise, you will most likely have to drop out of school.

**Table 5: Respondents' responses on their duration of stay**

	1 year	1-5 years	Above 5 years
No. of Students	92	178	38

**Source: Primary Data**

The results in table 5 indicate that the majority of the students 178 (58 %) have been in the schools between 1-5 years. This group comprises students in S2- S4 and S5. It means, not all S5 students studied in the same school in their S1- S4. Those who have been in the school for a year include S1 and S5 who joined the schools for the first time.

**Table 6: Mean and Standard Deviation of the Variables**

Variable	Mean	Standard Deviation
Consistent timely attendance	3.9400	.4135
Consistent Academic Performance	3.642	.4517
Effective Study Sessions	3.6400	.4525
Students' Academic Performance	3.6000	.4648

**Source: Primary Data**

**Table 7: Respondents' responses on the consistency of timely attendance and academic performance**

Questionnaire Item	SD	D	N	A	SA	Mean
1 My level of punctuality in attending classes is very good	0	0	0	160	148	4.48
2 I consistently attend all my classes on time	2	5	4	200	97	4.25
3 I often find myself arriving late to class	180	78	0	30	20	1.81
4 My attendance record over the past semester was excellent	38	20	0	100	150	3.99
5 I believe consistent attendance is important for academic success	0	0	8	50	250	4.79
6 I believe consistent attendance contributes to academic performance	0	0	3	60	245	4.79
7 I hardly miss classes due to reasons other than illness or emergencies	5	15	30	158	100	4.08
8 My overall academic performance over the past semester is excellent	15	35	10	138	110	3.95
9 I put a lot of effort into maintaining consistent attendance	50	60	0	145	53	3.30
10 Consistent attendances positively impact my academic performance	0	0	60	201	47	3.96

**Source: Primary Data**

The study reveals that 52% of respondents agreed that their level of punctuality in attending classes was very good, while 48% strongly agreed that they consistently attended all classes on time. However, 83% disagreed with the idea that they often found themselves arriving late to class. 85% of respondents believed that consistent attendance is important for academic success, and 97% agreed that it contributes to academic

performance. Other respondents agreed that their overall academic performance over the past semester was excellent, and 64% put a lot of effort into maintaining consistent attendance. Additionally, 81% agreed that consistent attendance positively impacted their academic performance. Poor time management among head teachers resulted in irregular and consistent timely attendance, leading to poor teaching and academic performance among students. Teachers who poorly managed their time often absented themselves from school, resulting in poor teaching and learning. This led to late coming and absenteeism, which was dangerous for students, especially those in candidate classes. Poor time management also led to poor lesson preparation and poor teaching, as teachers often missed lessons due to other activities or stayed away from school. This inefficiency in the teaching/learning process also resulted in redundancy and idleness of learners, leading to misbehaviors. Some teachers, particularly those who arrived late or left early, left classes unattended, causing noise and disorganization. In conclusion, poor time management among head teachers can lead to poor teaching, poor academic performance, and increased absenteeism.

**Table 8: Respondents' responses on the consistent academic performance and academic performance**

Questionnaire Item	SD		N	A	SA	Mean
11 My overall academic performance during the past semester was very good	30	60	8	130	80	3.55
12 I consistently achieve my academic goals	70	90	8	100	40	2.83
13 I am very satisfied with my academic performance over the past year	40	60	20	130	58	3.34
14 I always seek help or support when facing academic challenges	13	25	70	150	50	3.65
15 I am very consistent in completing assignments and studying for exams	45	70	50	95	48	3.10
16 I significantly believe consistency in academic performance contributes to overall success	6	10	18	59	215	4.51
17 I am confident in maintaining my consistent academic performance	15	20	25	150	98	3.96
18 Consistency is key to achieving academic success	15	32	13	148	100	3.93
19 I always review and reflect on my academic progress.	30	55	0	150	73	3.59
20 Consideration for consistent academic performance for my future goals.	0	0	62	196	50	3.96

**Source: Primary Data**

The results in table 8 indicate that 30 (10 %), 60 (20 %), 8 (2 %), 130 (42 %), and 80 (26 %), of the respondents, strongly disagreed, disagreed, remained neutral, agreed and strongly agreed that their overall academic performance during the past semester was very good. Overall, 210 (68 %) of the respondents agreed in one way or another that their overall academic performance during the past semester was very good. The responses on this item had a mean of 3.55. Regarding the

responses on item 12; 70 (23 %), 90 (29 %), 8 (3 %), 100 (32 %), and 40 (13 %) of the respondents strongly disagreed, disagreed, remained neutral, agreed, and strongly agreed that they consistently achieved their academic goals. These responses had a mean of 2.83. Overall, 160 (52 %) of the respondents disagreed in one way or another that they consistently achieved their academic goals.

The study surveyed respondents about their satisfaction with their academic performance over the past year, seeking help or support when facing academic challenges. Consistency in completing assignments and studying for exams was also a key factor, with 46% of respondents agreeing that consistent attendance is important for academic success. Consistency in achieving academic success was also considered a significant factor, with 81% of respondents agreeing. Interviews with head teachers revealed that students and teachers often do not adhere to teaching and learning timetables, fail to adhere to lesson changes, lack parental morale in paying school fees, and few teachers are provided with meals. This leads to late arrivals in Prep and Remedial lessons. Headteachers are sensitizing parents to contribute to teachers' lunch, break tea, and evening supper and pay allowances for extra work done.

Good time management is essential for maintaining consistent academic performance. Studies have shown that good time managers elicit high levels of students' academic performance, and if not managed well, students may remain absent for long periods. Consistent academic performance is universally accepted as the most important tool in schooling, and finishing syllabuses on time and class participation helps teachers have more time to attend to revision notes with students. [25], found that parents and teachers were supportive of expanding existing policy components and recommended more effort in designing intervention programs to enhance the quality of meals and nutrition education in public secondary schools.

**Table 9: Respondents' responses on the effective study sessions and academic performance**

Questionnaire Item	SD	D	N	A	SA	Mean
21 My study sessions help me understand course material	28	63	10	129	78	3.54
22 I feel well-prepared for exams after my study sessions	55	80	33	99	41	2.97
23 I always use active learning techniques during my study sessions	35	50	25	139	59	3.44
24 I am always very engaged during my study sessions	13	30	65	153	47	3.62
25 Am confident in my ability to utilize effective study techniques to improve your academic performance	50	75	40	93	50	3.06
26 My study sessions are well-organized and structured	6	10	18	64	210	4.50
27 I always take breaks during my study sessions to maintain focus and prevent fatigue	18	24	25	140	102	3.93
28 I am very satisfied with the effectiveness of my study sessions in helping me achieve my academic goals	17	35	18	144	94	3.85
29 I believe my study sessions contribute to my overall academic performance	30	55	4	149	70	3.56
30 Am very likely to recommend my study techniques to other students for improving academic performance	6	2	60	185	55	3.91

**Source: Primary Data**

The results in Table 9 indicate that 28 (9 %), 63 (21 %), 10 (3 %), 129 (42 %), and 78 (25 %) of the respondents strongly disagreed, disagreed, remained neutral, agreed and strongly agreed that their study sessions help them understand course material. Overall, 207 (67 %) of the respondents agreed in one way or another that their study sessions helped them understand course material. Regarding the responses on item 22; 55 (18 %), 80 (26 %), 33 (11 %), 99 (32 %), and 41 (13 %) of the respondents strongly disagreed, disagreed, remained neutral, agreed, and strongly agreed that they felt well-prepared for exams after their study sessions. Overall, almost an equal number disagreed and agreed, with 135 (44 %) disagreeing in some way and 140 (45 %) agreeing that indeed they felt well-prepared for exams after their study sessions.

On item 23(I always use active learning techniques during my study sessions), the responses were as follows: 35 (12 %), 50 (16 %), 25 (8 %), 139 (45 %), and 59(19 %) of the respondents strongly disagreed, disagreed, neutral, agreed and strongly agreed that they were very satisfied with their academic performance over the past year. Overall, 198 (64 %) agreed in some way that they always used active learning techniques during their study sessions. As far as item 24 (I am always very engaged during my study sessions), 13 (4 %), 30 (10 %), 65 (21 %), 153 (50 %), and 47 (15 %), of the respondents strongly disagreed, disagreed, neutral, agreed and strongly agreed that they were always very engaged during their study sessions. Overall, 200 (65 %) agreed in some way that they were always very engaged during their study sessions.

The study surveyed respondents about their confidence in using effective study techniques to improve academic performance. The majority (46%) were confident in their ability to use these techniques, while 41% disagreed. The majority (89%) agreed that their study sessions were well-organized and structured. 83% of respondents were confident in maintaining consistent academic performance. 79% of respondents took breaks during their study sessions to maintain focus and prevent fatigue. 71% were satisfied with the effectiveness of their study sessions in helping them achieve their academic goals. 71% believed that their study sessions contributed to their overall academic performance.

Regarding effective study sessions, respondents were very likely to recommend their study techniques to other students. This aligns with previous research. Effective study sessions help teachers accomplish syllabuses in time and reserve time for revision. Good time management leads to good lesson preparation, which in turn contributes to outstanding academic performance. Teachers change lessons effectively without encroaching on other teachers' lessons, minimizing boredom, redundancy, and indiscipline among students. However, teachers who missed lessons due to poor time management left learners unattended, disorganizing other lessons. Overall, the study highlights the importance of effective study techniques in improving academic performance.

**Table 10: Respondents' responses on the student's academic performance**

Questionnaire Item	SD	D	N	A	SA	Mean
31 My overall academic performance in the current academic year is excellent	31	60	11	130	76	3.52
32 I am satisfied with my academic performance	51	82	35	95	45	3.00
33 I am very confident in my ability to maintain or improve my academic performance in the future	41	47	22	130	68	3.44
34 I make lots of effort in order to achieve my academic goals	15	28	62	158	45	3.61
35 Am very satisfied with my academic progress per my expectations	43	82	45	87	51	3.07
36 I consistently seek opportunities to improve my academic performance	11	15	18	64	200	4.38
37 I always engage in self-assessment or reflection to monitor my academic progress	22	30	27	130	100	3.84
38 My level of engagement in class discussions and activities is very high	10	42	22	144	90	3.85
39 My academic performance reflects my abilities and potential	35	50	13	141	69	3.51
40 Am very likely to seek additional support or resources to improve my academic performance	16	7	59	175	51	3.77

**Source: Primary Data**

The study reveals that a majority of students (67%) believe their academic performance in the current academic year was excellent. However, a significant number of respondents (14%) expressed satisfaction with their academic performance, while a significant number (64%) were confident in their ability to maintain or improve their academic performance in the future. Despite some disagreements, a significant number (71%) made significant efforts to achieve their academic goals. The majority (86%) of respondents consistently sought opportunities to improve their academic performance. They also consistently engaged in self-assessment or reflection to monitor their progress. Although some respondents took breaks during study sessions to maintain focus and prevent fatigue, a significant number (79%) agreed to do so.

The level of engagement in class discussions and activities was also high, with 76% of respondents agreeing in one way or another. Overall, a significant number of students (74%) agreed to engage in self-assessment or reflection to monitor their academic progress. In conclusion, the study highlights the importance of students' engagement in their academic performance and the need for continuous improvement.

On whether their academic performance reflects their abilities and potential; 35 (11%), 50 (16%), 13 (4%), 141 (46%), and 69 (23%), strongly disagreed, disagreed, neutral, agreed and strongly agreed that their academic performance reflects their abilities and potential. Overall, 219 (71%) of the respondents agreed in one way or another that their academic performance reflects their abilities and potential. Last but not least is the item on whether they would very likely seek additional support or resources to improve their academic performance. The responses were as follows: 16 (5%), 7 (2%), 59 (19%), 175 (57%), and 51 (17%) of respondents strongly disagreed, disagreed, neutral, agreed, and strongly agreed that they would very likely seek additional support or resources to improve their academic performance. Overall, 226 (74%) of the respondents agreed in one way or another that they would very likely seek additional support or resources to improve their academic performance.

**Table 11: Pearson Correlations**

Variables	N	r- calculated	r-critical
Consistent Timely Attendance	300	.580	.113
Consistent Academic Performance	300	.650	.113
Effective Study Session	300	.810	.113
Students' Academic Performance	300		

**Source: Primary Data**

From Table 11, the strength of the linear relationship between consistent timely attendance ( $r(300) = .58$ ,  $r\text{-critical} = .113$ ,  $p = 0.05$ ) and students' academic performance was moderate and positive. Since the calculated  $r$ -value (.58) is greater than the  $r$ -critical (0.113), the null hypothesis  $H_01$  (there is no significant relationship between consistent timely attendance and students' academic performance in secondary schools in Ruhinda North Constituency, Mitooma District Uganda) was rejected in favor of the alternative. The interpretation of this is that there is a significant relationship between time planning and students' academic performance in public secondary schools Ruhinda North Constituency, Mitooma District Uganda. Concerning consistent academic performance, the results in table 11 indicate ( $r(300) = .65$ ,  $r\text{-critical} = .113$ ,  $p = 0.05$ ); -  $H_02$  was rejected since the calculated  $r$ -value (.65) is greater than 0.113. Then the null hypothesis (there is no significant relationship between time attitude and students' academic performance in secondary schools in Ruhinda North Constituency, Mitooma District Uganda) was rejected in favor of the alternative. This implies that there is a significant relationship between time attitude and students' academic performance in public secondary schools in Ruhinda North Constituency, Mitooma District Uganda. Similarly, for effective study session ( $r(300) = .81$ ,  $r\text{-critical} = .113$ ,  $p = 0.05$ ); -  $H_03$  was rejected since the calculated  $r$ -value (.81) is greater than 0.113. Then the null hypothesis there is no significant relationship between time wastage and students' academic performance in public secondary schools in Ruhinda North Constituency, Mitooma District Uganda) was rejected in favor of the alternative. This implied that there is a significant relationship between time wastage and students' academic performance in secondary schools in Ruhinda North Constituency, Mitooma District Uganda.

**DISCUSSION**

The study's findings showed a significant relationship between students' academic performance and three factors; effective study sessions, consistent academic performance, and timely attendance.

The study's conclusions imply that irregular or inconsistent classroom settings may have a detrimental impact on students' academic achievement. Daily goals have an impact on academic endeavors. The findings could indicate that students are not establishing or achieving their objectives in a way that makes sense in terms of priority and urgency. Students need to be self-disciplined when it comes to time management to achieve better [26]. From the study findings; Exam Scores will be which show a positive correlation between consistent timely attendance and students' academic performance. For example, a study published in the "Journal of College Student Development" found that students who attended classes regularly scored, on average, 10-15% higher on exams compared to those who did not participate. The findings also have revealed Higher Course Grades resulting from attending classes consistently often lead to better overall subject grades. Data from the National Survey of Student Engagement ( NSSE ) indicates that students who attend more than 90% of their classes are more likely to receive A's and B's than those with lower attendance rates. Consistent timely attendance encourages better time management skills, which can significantly impact academic success. So, according to a survey by the Education Advisory Board, students who attend lectures regularly have more structured study schedules. Decreased Dropout Rates will be low due to consistent timely attendance which is linked to low dropout rates. According to a report from the American Council on Education, students who regularly attend classes are less likely to drop out of college, ultimately contributing to their long-term academic success. Spending more time in social activities has a greater detrimental effect on consistent students' academic activities. As so, it affects students' capacity to meet and even surpass their learning goals. The study also found a significant link between procrastination and academic success. This implies that students should exercise caution while delaying assignments, chores, or activities since it might make studying difficult and negatively impact performance. The result may be the result of some students missing deadlines for turning in academic work because they think time is always on their side and neglect to consider unanticipated events. It makes clear that effective time management is necessary for students to do their many assignments. Academic performance and time management go hand in hand because students accomplish every job within the allocated time. This study has demonstrated that students should manage their time to ensure continuous timely attendance, consistent academic performance, and productive study sessions to improve their academic success. It was reported by [27] that administrators in higher education frequently put off doing assignments, which had a detrimental effect on their effectiveness. Perhaps this is due to the student's attitude or ineffective time management. The study's findings suggest that students should not postpone their assignments. The study also discovered a significant relationship between academic performance and prioritization. Time management is a significant skill that people must learn to balance the different facets of their lives [28]. Spending it effectively has a significant impact, particularly on the lives of working students who have great responsibilities at school and in their workplace [29]. Balancing both work



and school is no easy life for working students, thus adopting a sensible approach in their workplace brought positive outcomes in coping with their tasks. This study revealed that internal efforts and external environment adaptations served as time management interventions for working students as they encountered different circumstances that hindered them from working more productively. The finding of this study implied that working students were developing an organized approach to managing their time in their schools. The informants or respondents organized their tasks every day to finish work on time. Similar to the study conducted by [30] demands from their work and studies lead them to prioritize their tasks effectively and categorize them by setting a precise time in every task. In addition, effective time allocation helps working students to know when the tasks are due, therefore they tend to practice effective study session techniques and strategies even in their workplace to make sure that they spend most of their free time doing their schoolwork [31]. For the informants, time management is not a skill that is usually taught, thus, developing an organized approach is an opportunity to work more efficiently. Moreover, organizing the tasks every day helps the person, especially the working student to finish work on time as well as prioritize projects, and communicate the progress to the co-workers and supervisors [32]. Furthermore, according to the findings of this study, some informants stated that one of their time management interventions is reducing potential barriers at work. In line with this, the study of [33] revealed that the use of social media has made people less productive because they tend to focus more on their screens at the workplace. Therefore, working students do their best to eliminate the distractions brought by social media to use their free time at work effectively. Moreover, procrastination is a common problem for many students [34]. It causes working students to have time management issues, rushing and missing deadlines of tasks if not being properly managed. The informants revealed that the workload can sometimes be overwhelming for them and can cause a delay in tasks that need to be fulfilled [35]. Thus, expressed that one of their strategies to balance their work and study is to overcome procrastination. They do their tasks ahead of time to avoid cramming. Similarly, the study of [36] revealed that doing the tasks after you are told to is necessary to complete them. Therefore, avoiding delays and working steadily on large tasks give them a big chance to produce their best work despite being fuelled by their responsibilities in the workplace. This intervention aligns with the principles of Self-Regulation Theory, suggesting that individuals who practice self-discipline are better equipped to control their thoughts and behavior, leading to the achievement of desired outcomes in both work and school, despite having limited time.

### CONCLUSION

This study investigated the relationship between time management and students' academic performance in public secondary schools in Ruhinda North Constituency, Mitooma District Uganda. The study focused on the relationship between consistent timely attendance, consistent academic performance, and efficient study sessions. The dependent variable was students' academic performance, with regular class attendance and timely syllabus coverage. The study found a moderate positive relationship between consistent timely attendance and students' academic performance, while a strong positive relationship was found between effective study sessions and students' academic performance. The study also highlighted the need for longitudinal studies to understand the long-term effects of time management strategies and the influence of contextual factors on students' time management skills. The findings suggest that more attention should be given to understudied populations, such as those with learning disabilities, English language learners, or marginalized backgrounds.

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