

## **Influence of Time Management and University Climate on Student Study Habit in the South-West, Nigeria**

**Prof Afolakemi OREDEIN and Nyingmah Odilia NKEH**

*Department of Educational Management*

*Faculty of Arts & Education*

*Lead City University, Ibadan*

Phone: 08055145060, 08132002159

Email: opefolake1@yahoo.com, odilia4all@yahoo.com

### **Abstract**

*Effective time management for studies is vital to students' future, not just academically but in everyday life. However, literature and observation revealed that some students may not have developed good time management and study habit necessary for academic success, thereby, leading to failure in class examinations, participation in examination, malpractice and sometimes failure to complete the university education. 360 students were randomly selected from Universities in south western Nigeria. Result revealed that relative influence of the two independent variables to the dependent variable, expressed as beta weights, namely: university climate ( $\beta = 0.579, P > 0.05$ ), and student time management ( $\beta = 0.092, P < 0.05$ ). The following values were obtained for each of the independent variables: university climate  $P = 0.085$ ; student time management,  $P = 0.006$ . It was recommended that, time management courses or programmes should be incorporated into the academic curriculums of tertiary institutions especially when students are newly admitted. Also that proper orientation programs on the various effective study habits should be carried out regularly among students of tertiary institutions.*

**Keywords:** Tertiary institutions, time management, University climate, Student study habit.

### **Study Background**

Achievement of academic success and excellence for university students remains an illusion without good study habits. Success in academics is mainly based on the effective study made by student. Effective study

cannot be acquired without the application of appropriate methods. Some of the methods include: reading, note-taking, time consideration, organizing materials in a study and choosing a good study environment among others.

What then is a habit? A habit is a routine of behaviour that is regularly repeated and occurs unconsciously to a person. They are recurrent and often unconscious patterns of behaviour and are acquired through frequent repetition. Study is the devotion of time and attention to acquiring knowledge on an academic subject, especially by means of books (Merriam Webster English Dictionary 2009).

Therefore, study habit is the scheduled and un-interrupted time to apply oneself to the task of learning. Azikiwe (1998) describes study habit as "the adopted way and manner a student plans his private readings, after classroom learning so as to attain mastery of the subject". According to him, "good study habits are good assets to learners because the (habits) assist students to attain mastery in areas of specialization and consequent excellent performance, while the opposite constitute constraints to learning and achievement leading to failure".

Time is the indefinite continued progression of existence and events that occur in apparently irreversible succession from the past through the present to the future. Time is a component quantity of various measurement used to sequence events, to compare the duration of events or the intervals between them, and to quantify rate of change in quantities in material realities. (Oxford University Press, 2011).

Time management is a skill that can be learned which involves techniques for prioritizing activities and using time effectively while eliminating disruptions and time wasters. Time management is an endless series of decisions, small and large, that gradually change the shape of one's life. No one has total control over a daily schedule. Someone or something will always make demands. However everyone has some control and probably more than they realize.

Time management may be aided by a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects, and goals complying with a due date. Initially, time management referred to just business or work activities, but eventually the term is

broadened to include personal activities as well. A time management system is a designed combination of processes, tools, techniques, and methods. Time management is usually a necessity in any project development as it determines the project completion time and scope (Morgenstern & Julie, 2004)

Students are always given a lot to do as students, but many a time, some of the students are not able to cope in their studies as a result of poor time management. Some students, not knowing how to manage their time well, would even prefer some extra-curricular activities to studies. For instance, some students would have an assignment to do or a test to write, yet they will shove off these responsibilities for night clubs or visit their friends. But time waits for no one, so, what a student needs to do to study better is to avoid procrastination and do what should be done as soon as possible (Salami & Aremu 2006). Procrastination is the "thief of time", they say. It is one of the major hindrances or setbacks to time management. One of the major contributors to procrastination is perfectionist attitude. While the two may seem like polar opposites, they are closely related.

University climate may be defined as an aggregate measure of school's characteristic, such as relationships between parents, teachers and administrators, as well as the physical facilities on ground. It could be seen as the overall interaction resulting from human relationships with each other and with the physical plants in the school environment. Climate refers to the atmosphere in an organization. It affects the morale and personal satisfaction of all persons involved in the organizations.

The National Climate Center defines university climate as "the quality and character of school life" that is based on the "patterns of students', parents', and university personnel's experiences of school life." university climate can be influenced by the norms, goals, values, interpersonal relationships, instructional practices, and organizational structures within a university. A sustainable, positive university climate supports people feeling socially, emotionally and physically safe. In a positive university climate, people are engaged and respected. By contrast, disruptive and aggressive behaviour such as threats, bullying, teasing and harassment creates a hostile university environment that interferes with study habits. A hostile university environment fosters increased absenteeism

and truancy because students feel unsafe at university. If a child is not physically and mentally in attendance, learning cannot take place. (National School Climate Center, 2014).

### **Statement of the Problem**

Many university students seem to have improper time management and inappropriate university climate which is therefore making some of them to have less desire for studies. This problem needs to be addressed as it does not only end in school days but leads to more failures in other areas of life in the near future. To address this perennial problem, some helpful skills must be discovered and adhered to. It is in order to discover these skills, that the present study investigates the influence of time management and university climate on students' study habits in South-West Nigeria.

### **Research Questions**

1. What are the activities that students engage their time with daily?
2. What are the events that attract students in a university?
3. What is the trend of students study habits?
4. What is the extent to which students adhere to good practice of time management?

### **Research Hypotheses**

$H_{01}$ : There is no significant combine influence of university climate and student time management on study habit in selected universities in South-West Nigeria.

$H_{02}$ : There is no significant relative influence of university climate and students time management on study habits in selected universities in South-West Nigeria.

$H_{03}$ : There is no significant university type difference between university climates and time management on study habits of students in public and private selected universities in South West Nigeria.

$H_{04}$ : There is no significant university type difference between university climates, time management and study habits of students in public and private selected universities in South-West Nigeria.

$H_{0g}$ : There is no significant gender difference of university climate, student time management and study habit in selected universities in South-West-Nigeria.

### **Purpose of the Study**

The general objective of this study is to ascertain the influence of time management and university climatic environment on students' study habits in South West Nigeria. The specific objectives are:

1. To identify the activities in which students do while in school.
2. To examine how university climate affect students' habits.
3. To suggest measures to improve the study habits of the university students in southwestern Nigeria.
4. To examine the role of time management in students' lives.

### **Research Design**

For the purpose of this study, descriptive survey research design was used to study the influence of time management and university climate students' study habit in Universities in South-West Nigeria.

### **Population of the Study**

The study was carried out among university students in South-West Nigeria. The estimated numbers of student in the universities in South-West Nigeria are 6,890,148. As at October 2014 there were 36 federal universities, 37 state universities, and 51 private universities accredited by the National Universities Commission (NUC) in Nigeria with total population of 124 universities (Ministry of Education, 2010). There were about thirty-four (34) universities in South West Nigeria (Punch News, 2015) and this research is focused on the South-West of Nigeria. Twelve (12) Universities were selected of the thirty-four (34) universities. Among these Universities, two (2) universities were selected randomly from each state one (1) private and one (1) public. And since there are six states in the region, six private and six public universities were selected making a total of twelve (12) universities.

## **Sample and Sampling Techniques**

Multi-stage sampling technique was used for the study. Purposive sampling was used to select South-West Nigerian universities. The Universities were stratified into public, state and private. Simple random sampling technique was used to select the participants and quota random sampling technique was used to allocate figure for the Participants used for the study.

## **Research instrument**

The instrument that was used to illicit information for this study was tagged Time Management Climate Academic Inventory (TMCAI). It was a four likert scale. The following items were raised in the questionnaire; activities students engage their time with, university climate of the students, study habits of university student and time management of the students.

## **Validation and Reliability of Instrument**

*Validation of Instrument:* Validity was established using the content validity, which was done by the researcher visiting her supervisors to assess each item set in the questionnaire to verify those that relate to time management, university climate and study habit to give it face validity. A number of corrections were made on the instruments.

## **Reliability of Instrument**

A pilot survey was carried out whereby ten (10) copies were reproduced and given to ten (10) university students. The reliability of the instrument was Cronbach's Alpha of 0.828.

## **Method of Data Analysis**

Data was collected through the use of questionnaire that was tested and analysed using the statistical package for social sciences software (SPSS). Descriptive statistics was used for the demographic questions and the research questions, while regression analysis (ANOVA) were used to test for influence of the independent variables on the dependent variable and t-test was used to determine the differences.

RQ 1 : What are the events that attract students in a university?

**Table 1 Table Showing the Events that Attract Students in University**

Items	Almost Always		Often		Seldom		Almost Never		Mean	S.D
	N	%	N	%	N	%	N	%		
I like my university building	172	49.1 <sup>th</sup>	155	44.3 <sup>th</sup>	23	6.6 <sup>th</sup>	0	0.0 <sup>th</sup>	1.57	0.676
I feel safe within my university campus	117	33.4 <sup>th</sup>	145	41.5 <sup>th</sup>	70	20.0 <sup>th</sup>	18	5.1 <sup>th</sup>	1.97	0.764
I feel like I am part of the University	108	30.9 <sup>th</sup>	148	42.3 <sup>th</sup>	94	26.8 <sup>th</sup>	0	0.0 <sup>th</sup>	1.96	0.769
Staff in my university listen to students' idea about the university	95	27.1 <sup>th</sup>	143	42.9 <sup>th</sup>	112	32.0 <sup>th</sup>	0	0.0 <sup>th</sup>	2.05	0.767
The overall environment at my university is supportive to learning	87	24.9 <sup>th</sup>	199	56.8 <sup>th</sup>	64	18.3 <sup>th</sup>	0	0.0 <sup>th</sup>	1.93	0.654
We hustle for space in the lecture room when we receive lectures	28	8.1 <sup>th</sup>	131	37.7 <sup>th</sup>	89	25.7 <sup>th</sup>	10	2.9 <sup>th</sup>	2.76	0.964
Students at my university help each other when needed	92	26.3 <sup>th</sup>	147	42.0 <sup>th</sup>	111	31.7 <sup>th</sup>	0	0.0 <sup>th</sup>	2.05	0.764
My lecturers notice if I have trouble in my study	25	7.1 <sup>th</sup>	135	38.6 <sup>th</sup>	190	54.3 <sup>th</sup>	0	0.0 <sup>th</sup>	2.47	0.627

RQ 2: What is the trend of students study habits?

**Table 2: Table Showing the Trend of Students Study Habits**

Items	Almost Always	Often	Seldom	Almost Never	Mean	S.D
I am able to take notes in class	256 73.1%	76 21.7%	0.0%	18 5.1%	1.37	0.737
I am able to understand the concepts of the course during the time of lectures	140 40.0%	200 57.1%	10 2.9%	0 0.0%	1.63	0.540
I can read and learn at the rate of 12 - 15 pages per hour for history-type materials	75 21.4%	147 42.0%	128 36.6%	0 0.0%	2.15	0.747
I know how to prepare for different types of test or examination	94 26.9%	149 42.5%	107 30.6%	0 0.0%	2.04	0.758
I can predict what types of question will be on the test or examination	38 10.9%	201 57.4%	106 30.3%	5 1.4%	2.22	0.648
I am able to finish my tests or examination in the allowed period of time	69 19.7%	212 60.6%	69 19.7%	0 0.0%	2.00	0.629
I can concentrate and understand the material I read without re-reading a second or third time	75 21.4%	73 20.9%	202 57.7%	0 0.0%	2.36	0.813
I keep up with the readings for all classes and have the materials read before the lectures	70 20.0%	124 35.4%	120 34.3%	36 10.3%	2.35	0.914
I am comfortable with my command of English grammar, punctuation and spelling	93 26.6%	104 29.7%	135 38.6%	18 5.1%	2.22	0.900



RQ 3: What is the extent to which students adhere to good practice of time management?

Table 3: Students' Practice of Time Management

Items	Almost Always	Often	Seldom	Almost Never	Mean	S.D
Make a master schedule for each semester	138 39.4%	171 48.9%	47 13%	0 0.0%	1.72	0.560
Update master schedule weekly	85 24.3%	162 46.6%	79 22.6%	24 6.9%	2.12	0.855
Stick to the master schedule	39 11.1%	139 39.7%	172 49.2%	0 0.0%	2.38	0.678
Allow time for exercise and socializing with friends	98 28.0%	146 41.7%	87 24.9%	19 5.4%	2.08	0.861
Get at least 6 hours of sleep each night	120 34.3%	123 35.1%	89 25.4%	18 5.1%	2.01	0.897
Study during free hours in school	83 23.7%	166 47.4%	83 23.7%	18 5.1%	2.17	0.819
I get my assignment done on time	160 45.7%	93 26.6%	67 19.7%	0 0.0%	1.82	0.634
I regularly attend classes	193 55.1%	92 26.3%	65 18.6%	0 0.0%	1.63	0.778
I have regular time to study each day	77 22.0%	181 51.7%	92 26.3%	0 0.0%	2.04	0.695
I can study for at least half hour without getting up	187 53.4%	88 25.1%	75 21.4%	0 0.0%	1.68	0.805

## Hypotheses Testing

The following hypothesis were tested at 0.05 level of significance

$H_{01}$ : There is no significant combine influence of university climate and student time management on the study habit in selected universities in South-West, Nigeria.

Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	1895.081	2	9.47.540			
Residual	2712.988	347	7.818	121.94	0.002	Sig.
Total	4608.069	349				

R = 0.641  
R Square = 0.411  
Adjusted R Square = 0.408  
Std. Error of the Estimate = 2.79614

H<sub>02</sub>: There is no significant relative influence of university climate and student time management on the study habit in selected universities in South-West, Nigeria.

Dependent Variable	Independent Variable	Unstandardized Coefficient		Stand. Coefficient	T	Sig.
		B	Std. Error			
Study Habit	(Constant)	8.163	0.816		10.002	0.000
	University Climate	0.500	0.046	0.579	10.866	0.085
	Student Time Management	0.078	0.045	0.092	1.726	0.006

$H_{03}$ : There is no significant difference between university climates and study habits of students in public and private university in South West, Nigeria.

Variable	N	$\bar{X}$	SD	T	Df	Sig	Rmk
University Climate: Public	137	21.89	3.7401				
Private Student Study Habit	213	19.19	5.1956	4.974	347	0.000	Sig.
Private Student Study Habit	350	20.35	3.6337				

$H_{04}$ : There is no significant difference between time management and study habits of students in public and private university in South-West, Nigeria.

**Table 12: Summary of T-test Showing Difference between Time Management and Study Habit of Students in Public and Private Universities**

Variable	N	$\bar{X}$	SD	T	Df	Sig	Rmk
Time Management: Public	137	19.83	4.2459				
Private Student Study Habit	213	18.76	4.3786	1.875	347	0.580	Not Sig.
Private Student Study Habit	350	20.35	3.6337				

$H_{05}$ : There is no significant difference between in the study habits of male and female students in the selected university in South West, Nigeria

Variable	N	$\bar{X}$	SD	T	Df	Sig	Rmk
Gender: Male	211	19.68	3.5897				
Female Student Study Habit	119	21.36	3.3642	4.184	347	0.509	Not Sig.
Female Student Study Habit	350	20.35	3.6337				

*Not Significant at 0.05 level of significance*

## Discussion of Findings

The summary of the findings showed that the activities in which most students engage their time with daily was reading, 63.4% indicated always, meaning that the student spend most of the time preparing for examination or test but not to acquire general knowledge since only 22% always read novels.

In the second research question which was raised to find out the events that attracted students in university, it was discovered that: 49.1% of the respondents submitted that they almost always like their university building, which showed that most students are attracted by the physical environment of the university. This goes to confirm the view of Considine and Zappala (2002), quoted Sparkles (1999) that school environments and teachers' expectations from their students also have strong influence on the students' study habits.

The analysis of the third research question on the trend of students study habit. It shows that 73.1% of the respondents indicated that they were able to take notes in class almost always. This shows that students mostly take notes in class.

Answer to research question 4 shows the extent to which students adhere to good practice of time management. The responses of the respondents are as follows: 39.4% of the respondents indicated they always almost make a master schedule for each semester, 48.9% indicated often. The implication of the findings on the table is that the sampled students across the universities adhere to good practices of time management.

Five hypotheses were tested in the course of this study; the first showed that the linear combination of the predictor variables was found to have significant influence on students study habit ( $F_{(2, 347)} = 121.94$ );  $P < 0.05$ . Therefore, the hypothesis is rejected at 0.05 level of significance, this implies that university climate and student time management have influence on students study habits in universities in South-West, Nigeria.

The second hypothesis proved that shows that while students time management was significant with the student study habits, university climate was not significant. This means that it is only student time management that has significant influence on students study habits while university climate has no significant influence on the students study habits.

The following values were obtained for each of the independent variables: university climate  $P = 0.085$ ; student time management,  $P = 0.006$ .

The third revealed that there is significant difference in the university climates and study habits of students in public and private university in South-West, ( $t = 4.974$ ;  $df = 347$ ;  $P < 0.05$ ), then, the hypothesis is rejected at 0.05 level of significance. This implies that there is significant difference in the university climates and study habits of students in public and private university in South-West.

The fourth revealed that there is no significant difference in the time management and study habits of students in public and private university in South-West, ( $t = 1.875$ ;  $df = 347$ ;  $P > 0.05$ ), then, the hypothesis is accepted at 0.05 level of significance. This implies that there is no significant difference in the time management of students and their study habits in public and private university in South-West.

The findings on the fifth hypotheses revealed that there is no significant difference in the study habit of male and female students in the selected universities in South West, ( $t = 4.184$ ;  $df = 347$ ;  $P > 0.05$ ), then, the hypothesis is accepted at 0.05 level of significance. This implies that there is no significant difference in the study habits of male and female students in the public and private university in South-West.

This findings conform to studies of Necati and Sevil (2010) who carried out a study to determine the relationship between the time management skills and study habits of students who are potential teachers studying in faculties of education. The research was conducted among 849 graduate students in the Faculty of Education at Gazi University. The result showed that there was a meaningful and moderate relation between time management and study habit. The relative importance order of the predictor variables on academic achievement, according to the standardized regression coefficient, was time consumers, time planning, and time attitude; each of the three variables had an important predictor effect on the study habit of the students. As lecturers, educators play an important role in modelling positive, inclusive and respectful language and behaviour in university and lecture rooms.

## **5.2 Conclusion**

Effective time management and good atmosphere for studies is vital to students' future, not just academically but in everyday life. In order to

raise scholars who are well-equipped for the challenges of the 21st century, then some skills and factors, needed for the success of students must not be ignored; these skills and factors include the reading and writing skills, test taking/preparation skills, proper management of time, the nature of the study environment, attitude of staff, the activities that take place in the university, the security nature of the school, the living condition of the students and the general wellbeing of the members of the university.

## **Recommendations**

This study makes the following recommendations;

1. Time management courses should be incorporated into the academic curriculums of tertiary institutions especially when students are newly admitted.
2. Proper orientation programmes on the various effective study habits should be carried out regularly among students of tertiary institutions
3. This study recommends that further research should examine the variation of time management between private and public tertiary institutions and between institutions in the South-West Nigeria. More research should examine the intricate aspects of time management as it also relates not only to study habits but to also performance as well.

## **References**

- Azikiwe, U. (1998) Study Approaches of University Students: WCCI Region II Forum Vol. 2, Lagos. Pp106-114.
- Definition of Habit. Merriam Webster Dictionary. Retrieved on August 29, 2009
- Morgenstern, Julie (2004). Time Management from the Inside Out: The Foolproof System for Taking Control of Your Schedule and Your Life (2nd ed.). New York: Henry Holt/Owl Books. p. 285. ISBN 0-8050-7590-9.
- National School Climate Center. (2014). School Climate. Retrieved from <http://www.schoolclimate.org/climate/>.
- Necati, A. and Sevil, F. (2010). The Relation between Time Management Skills and Academic Achievement of Potential Teachers. Educational Research Quarterly, 33(4): 3.

- Considine G. and Zappala G., (2002). Influence of social and economic disadvantage in the academic performance of school students in Australia. *Journal of Sociology*, 38, 129-148.
- Oxford Dictionaries. (2015). Study. Oxford University Press. Retrieved from: <http://www.oxforddictionaries.com/definition/english/study>
- Oxford University Press. 2011. Retrieved 18 December 2011. the indefinite continued progress of existence and events in the past, present, and future regarded as a whole
- Salami S.O. and Aremu S. Relationship between problem-solving ability and study behaviour among school-going adolescents in South Western Nigeria. *Electronic J. Res. in Educ. Psychol.*, 4 (1): 139-154. 2006.