

## **Management Behavior: A Qualitative Exploration**

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### **Abstract**

*This research that student who are accustomed to using time management techniques such as setting goals, using to-do lists, and setting specific times for each activity, can achieve their academic goals more efficiently. The ability to organize and prioritize time effectively allows them to maximize their learning potential and achieve better academic results. Researcher interested in conducting to identify how students apply time management behavior to maximize their personal learning for English students at the University PGRI Sumatera Barat. In this research used qualitative data to obtain data. Researcher have received 3 students from class A and 3 students from class B as a sample, researcher have done audio recording from interview.*

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## **1. INTRODUCTION**

Time management behavior includes a series of actions and habits that individuals undertake to utilize their time effectively. This includes setting clear goals, dividing tasks into manageable steps, scheduling activities, allocating time appropriately, minimizing distractions, and adhering to deadlines (Adams & Blair, 2019). By adopting active time management behaviors, individuals can optimize their productivity, reduce stress, and achieve greater success in their personal and professional endeavors.

The Time Management Behavior Scale (TMBS) is a tool used to measure various aspects of time management behavior among individuals (Macan et al., 1990). It assesses various aspects such as planning, prioritizing tasks, setting goals, and avoiding procrastination. In TMBS, individuals can identify areas that need improvement and develop strategies to increase their efficiency and productivity to achieve the desired academic performance. The TMBS is designed to provide insights into an individual's time management practices and behaviors, helping researchers and practitioners understand factors that contribute to effective time management skills. TMBS is a standardized instrument that allows for the assessment and quantification of time management behaviors, aiding in the evaluation and improvement of time management skills among individuals in academic, professional, and personal contexts.

Effective time management is associated with better academic performance and lower anxiety levels in students (Adams & Blair, 2019). Time management is closely related to successful academic performance in university. With good time management behaviors, all activities and time can be completed as effectively as possible, such as attending lectures, collecting assignments, and other things related to the lectures.

In the English Department of University PGRI Sumatera Barat, there are still some students who are not able to organize time management behaviors. Researcher can see that there are students who come after lectures have started, are late in submitting tasks, fall asleep during lectures and some even do not know the lecture schedule. This will result in them getting low academic performance and not in line with their expectations. Therefore, to obtain academic performance students must use time management behavior so that all activities can be neatly

arranged. Thus, the researcher wants to see how students apply time management behavior to maximize their personal learning of English students at the University PGRI Sumatera Barat.

Based on the limitation above, the researcher formulated the research as follows. How does the way students apply time management behavior to maximize their personal learning in English students. The research question in this study is "How does the way students apply time management behavior to maximize their personal learning in English students. The purpose of this study is to identify how does the way students apply time management behavior to maximize their personal learning for English students at the University PGRI Sumatera Barat.

## 2. LITERATURE REVIEW

Time management is an invaluable skill for students dealing with busy schedules, as it helps them navigate their responsibilities more easily and efficiently (Cyril, 2015). By mastering time management behavior, students can ensure that they are consistently well prepared, organized, and focused, which is essential for handling the variety of daily tasks and academic assignments they are faced with. Effective time management allows students to prioritize their workload, set realistic goals, and allocate specific time for personal study away from campus. This structured approach not only minimizes procrastination and reduces stress but also improves their ability to meet deadlines and maintain a balanced lifestyle. Additionally, with a clear plan in place, students can enjoy a more organized and less chaotic routine, resulting in better academic performance and a healthier. By integrating time management into their daily practices, students can cultivate discipline and develop habits that will benefit them throughout their academic careers.

Time management behavior gives rise to a person's desire to achieve a goal, and the need to make decisions about what tasks should be done and in what order (Romero et al., 2023). This strategy not only helps individuals streamline their efforts and stay organized but also empowers them to adapt, such as adjusting the pace of their work or minimizing interruptions, to better align with their objectives. For students, effective time management is crucial as it extends to making thoughtful decisions about their learning environment. This includes actively working to reduce distractions and create a more focused study space, thereby improving their concentration and overall productivity. By incorporating these time management practices, individuals can effectively navigate their responsibilities, making more informed choices that contribute to achieving their personal and academic goals.

According to Balduf (2009), poor time management is a critical factor leading to academic underachievement. Balduf explain how students who lack proper time management skills often have difficulty organizing and prioritizing their assignments efficiently, resulting in a range of academic difficulties. These students often find themselves grappling with missed deadlines, incomplete assignments, and a general sense of disappointment, which undermines their ability to understand course material comprehensively and perform to their potential. The resulting disorganization not only hinders their academic progress but also contributes to increased stress, reduced motivation, and a constant feeling of being overwhelmed. This constant state of stress and frustration further exacerbates their academic struggles, creating a detrimental feedback loop that impacts their academic achievement. Therefore, strong time management can lead to a more successful and fulfilling educational experience, and promote long-term academic and personal growth.

Interestingly in time management behavior offers a way to control the environment effectively and is likely to be successful the effect is greatest for individuals with a strong desire to exert force such control (Barling & Cheung, 1996). Engaging in time management behaviors can serve as a mechanism for individuals to effectively control their environment.

The Time Structure Questionnaire (TSQ), developed by (Bond, M. J., & Feather, 1988) that is five categories. This questionnaire provides a detailed assessment of how individuals organize and view their time, capturing multiple dimensions of their daily routines and scheduling habits. By examining these five categories, the TSQ offers valuable insights into the effectiveness of personal time management practices.

1. The first concerns purpose: the purpose is a category that assesses individuals' orientations towards having a clear sense of purpose, goals, and direction in life. It evaluates the extent to which individuals prioritize and focus on future-oriented objectives.
2. Routine and planning, this category involves individuals' tendencies towards organizing their time, adhering to schedules, and engaging in systematic planning for future activities. It reflects an inclination towards structured and methodical approaches to time management.
3. Not thinking about missed opportunities or the future, this category captures a dimension where individuals may be less inclined to dwell on missed opportunities or contemplate future outcomes. It suggests a tendency towards living in the present moment without excessive concern for past regrets or future uncertainties.
4. The organization, motivation, and activity pattern, this category encompasses aspects of individuals' organizational skills, motivation levels, and patterns of activity engagement. It evaluates how effectively individuals manage their time, stay motivated, and maintain productive behaviors.
5. Persistence and maintenance of activity, this category focuses on individuals' ability to persist in their endeavors and sustain activity over time. It assesses the degree to which individuals exhibit perseverance, resilience, and consistency in pursuing their goals and maintaining engagement in tasks or projects.

### 3. RESEARCH METHOD

The research techniques used to investigate time management behavior: a qualitative exploration among college students at the University PGRI Sumatera Barat. The qualitative methodology adopted allows the researcher to obtain information regarding the time management behavior to maximize their personal learning of students. The qualitative technique is chosen because this research aims to identify how controlled time management behavior for English college students. Qualitative research is most suitable for answering research problems where the variables are unknown and need to be studied (Cresswell, 2012).

Participants are an important component of any research and data collection would not be possible without them. Participants, as defined, are people or groups who take part in a research effort. Participants in this research were English students at the University PGRI Sumatera Barat. The sampling technique that researchers will use is purposive sampling. This is supported by Sugiyono (2019), who explains the purposive sampling is a sampling technique that involves selecting samples based on specific consideration. The selected participants are students who use time management behavior. Take a sample based on English students who were in grades 2022 in classes A and B at the University PGRI Sumatera Barat. The samples taken were 6 students from each of 3 classes A and 3 classes B who fulfilled the category of participants in this research, namely using time management behavior in personal learning.

Researcher to answer questions or problems that researchers are research, the researcher must pay attention to how research data is collected. Researchers must truly understand the topic of research. To obtain data collection, research instruments are needed. An instrument is a way to obtain data collection. According to Creswell (2012) there are 4 collecting data in qualitative research, namely observation, interviews and questionnaires, documents, and audiovisual materials. Thus, in the topic of this research, the researcher used an instrument in the form of an interview by asking participants questions in the form of a questionnaire. The researcher creates a questionnaire by looking at the problems wants to research in the field. The questionnaire used an indicator of the Time Management Behavior Scale. The questionnaire was adapted from (García-Ros & Pérez-González, 2012).

### 4. DISCUSSION

The data obtain from the results of interviewed at University PGRI Sumatera Barat. The researcher found that how students apply time management behavior to maximize their personal learning for English students. There are several types of data analysis that researcher read,

describing, classifying, and interpreting, all of which have been stated in chapter III. Researcher divided into 4 indicators and each indicator has a difference (García-Ros & Pérez-González, 2012). Researcher wants to know how students apply time management behavior to maximize their personal learning for English students. In this part, the researcher answers the research question and researcher explains the data analysis on each indicator as follow:

In dealing with related situations if there is a sudden change in the schedule or study plan, students are able to adjust. This is because previously the existing assignment list had known the deadline, so they just entered the additional assignment into their assignment list. So for this situation, students are quite flexible in dealing with things that might happen or suddenly by using the assignment list. Therefore, by scaling the priority of tasks routinely with a list of assignments from easy to difficult, students feel that this time management behavior strategy encourages and becomes the biggest factor in achieving the success of their academic goals. This is proven by the GPA obtained from semesters 1 to 4 which are very satisfying.

Students in organizing their study schedules usually use tools such as sticky notes and planners to list schedules and assignments. Before starting academic activities, students first track the assignments for each course. If there are any, list them immediately and enter the deadline into the planner. The priority scale for the tasks listed is based on the level of difficulty of the task. This is done to anticipate delays in tasks so that they do not pile up. The tasks and schedules listed are made as attractive as possible. Students use colored sticky notes to make them more beautiful and neat and stick them on the walls of their boarding houses. Finally, the tasks that have been completed are marked by providing a checklist next to the task.

Students do assignment is usually done after returning from lectures which range from 18.00-22.00 WIB. For study time above 22.00, students stop studying and rest to avoid staying up late. However, with quite a lot of tasks and cannot be completed quickly, students are willing to sacrifice their weekends for assignments. This is because the main task of a student is to study, so all lecture assignments are their main priority. Thus, time management behavior applied by this student, he feels efficient in using time to study with tasks being completed on time. want we must follow the schedule we made earlier, so that all our activities are organized, systematic and effective.

Researcher can be concluded this time management behavior greatly influences the achievement of the academic goals students want. With time management behavior that is organized and good, it will have an impact on our good academic grades too. These findings were consistent with Adams & Blair, (2019) this implies that students having good time management behaviour tend to have better grades. On the other hand, students have poor time management behaviour will have low grades. In addition Abdur Rashid et al, (2020) effective time management leads to greater academic performance and reduces stress, strain and anxiety among students, however, students facing difficulties to keep a balance between their academic life and personal-social life. Time management behavior regulates students study time so that we have time to study optimally, without any excuses of lack of time and so on. Therefore as a student the application of time management behavior is very important for personal learning.

## 5. CONCLUSION

Based on the results of data analysis and findings in the previous chapter, the researcher concluded that the application of time management behavior plays a very important role in the personal learning process of students. The data shows that students who apply effective time management strategies tend to have better academic performance compared to those who do not. Good time management behavior help students plan and organize their learning activities more systematically. This includes making a setting goal and priorities, mechanics of time management, preference for organization and perceived control of time. With careful planning, students can avoid the accumulation of tasks and reduce the risk of fatigue, which often interferes with concentration and learning effectiveness. In addition, the application of effective time management also contributes to stress management. When students have good control over their

schedules and activities, they can reduce feelings of pressure due to approaching deadlines or piling up work. This not only affects their mental health but also improves the quality of their learning outcomes.

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