

Time Management and Its Influence on Productivity: A Study of College Students in Bilaspur, Chhattisgarh

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ABSTRACT

Time is one of the most valuable resources available to college students. Effective management of time enables students to organize academic activities, complete assignments on schedule, reduce procrastination, and maintain a balance between academic and personal responsibilities. This study examines the influence of time management on the productivity of college students in Bilaspur, Chhattisgarh. The study adopts a quantitative research approach and uses a survey questionnaire as the primary method of data collection. A sample of 100 college students was considered for the study. The questionnaire focused on planning habits, prioritization, punctuality, procrastination, distractions, and perceived productivity. The findings indicate that students who reported better time-management practices also reported higher levels of productivity. The study further suggests that planning daily activities, setting priorities, following schedules, and reducing distractions are important factors associated with student productivity. The findings provide useful insights for students and educational institutions seeking to improve academic effectiveness through better time-management practices.

Key Words: Time Management, Productivity, College Students, Student Behaviour, Academic Performance, Bilaspur

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INTRODUCTION

Time management refers to the process of planning, organizing, and controlling how available time is used to accomplish different activities. For college students, effective time management is particularly important because they are required to handle lectures, assignments, examinations, projects, extracurricular activities, social commitments, and personal responsibilities.

College life provides students with greater independence than school. However, this independence also requires students to make their own decisions about how to use their time. Poor planning, procrastination, excessive use of social media, entertainment, and lack of clear priorities can result in unfinished work and reduced productivity.

Previous research has established a relationship between students' time-management practices and important educational outcomes. Macan et al. found that time-management behaviour among college students was associated with academic performance and stress. Their study also highlighted the importance of students' perceived control over their time. More recent research continues to indicate a positive relationship between time management and student learning outcomes. A 2026 systematic review and meta-analysis covering 31 studies and 13,506 participants found a moderate positive relationship between time management and college students' learning outcomes. In the context of college students in Bilaspur, Chhattisgarh, understanding this relationship can help identify everyday practices that contribute to greater productivity. Therefore, the present study focuses on the influence of time management on the productivity of college students.

Problem Statement

College students often have to manage several academic and personal responsibilities simultaneously. Although students may have sufficient time to complete their work, poor planning and ineffective use of time can reduce their productivity. Students may postpone assignments, spend excessive time on digital entertainment, fail to prioritize important tasks, or experience difficulty following a daily schedule. These behaviours can affect their ability to complete academic work efficiently. The present study therefore attempts to examine whether better time-management practices are associated with higher productivity among college students in Bilaspur, Chhattisgarh.

Objectives of the Study

The main objectives of the study are:

- 1) To examine the time-management practices of college students in Bilaspur.
- 2) To study the influence of time management on student productivity.
- 3) To identify common factors that affect students' ability to manage time effectively.
- 4) To examine the relationship between planning and perceived productivity.
- 5) To suggest practical measures for improving time-management skills among college students.

Research Questions

The study seeks to answer the following questions:

- 1) How effectively do college students manage their time?

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- 2) Does effective time management influence student productivity?
 - 3) What are the major factors that prevent students from managing their time effectively?
 - 4) Does regular planning contribute to better productivity?
 - 5) What time-management practices are commonly followed by college students?

Hypotheses of the Study

- **Null Hypothesis (H₀):** There is no significant relationship between time management and productivity among college students.
- **Alternative Hypothesis (H₁):** There is a significant positive relationship between time management and productivity among college students.

REVIEW OF LITERATURE

- **Macan et al. (1990).** Macan, Shahani, Dipboye, and Phillips examined time-management behaviour among college students and its relationship with academic performance and stress. Their research found meaningful relationships between time management, perceived performance, and stress. The study also identified perceived control over time as an important aspect of time-management behaviour.
- **Nonis et al. (1998).** Nonis and colleagues examined perceived control over time among college students and its relationship with stress-related outcomes, academic performance, problem-solving ability, and health. Students reporting greater perceived control over their time also showed more favourable outcomes in several areas.
- **Macan (1994).** Macan developed a process model of time management and examined how time-management behaviours relate to outcomes such as tension, satisfaction, and job performance. The study suggested that time-management behaviours can have beneficial effects, although the relationship between individual time-management behaviours and performance is complex.
- **Aeon and Aguinis (2017).** Research on time management has increasingly emphasized that effective time management is not simply about making schedules. It also involves prioritization, planning, control over time, and appropriate allocation of resources. These ideas are particularly relevant to students who have multiple competing responsibilities.
- **Liu, Ma and Jia (2026).** A recent systematic review and meta-analysis examined 31 studies involving 13,506 participants. The research found a moderate positive correlation between time management and college students' learning outcomes, with particularly pronounced effects among undergraduate students.

The existing literature therefore provides a strong basis for examining time management as a factor associated with student productivity.

RESEARCH METHODOLOGY

- a) **Research Design:** The study uses a **descriptive and quantitative research design**. The purpose is to examine the existing time-management habits of college students and their perceived influence on productivity.
- b) **Study Area:** The study focuses on college students in **Bilaspur, Chhattisgarh**.
- c) **Population of the Study:** The population consists of college students studying in undergraduate and postgraduate programmes in Bilaspur.

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- d) **Sample Size:** A total of **100 college students** were considered for the survey.
- e) **Sampling Method:** A **convenience sampling method** was used for selecting respondents because of the accessibility of college students within the study area.
- f) **Data Collection Method:** Primary data were collected through a structured questionnaire. The questionnaire consisted of two sections:

Section A: Demographic Information

- Age
- Gender
- Course/level of study

Section B: Time Management and Productivity

- Daily planning
- Setting priorities
- Following schedules
- Meeting deadlines
- Procrastination
- Digital distractions
- Ability to complete tasks
- Perceived productivity

Most questions in Section B were measured using a five-point Likert scale:

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

- g) **Data Analysis:** The collected responses were analysed using:

- Frequency
- Percentage
- Mean scores
- Comparative analysis
- Pearson correlation

The results are presented using tables for easy interpretation.



DATA ANALYSIS AND FINDINGS

A. Demographic Profile of Respondents

Table 1: Age Distribution

Age Group	Number of Respondents	Percentage
18–20 years	42	42%
21–23 years	45	45%
24–26 years	13	13%
Total	100	100%

The age distribution shows that **42% of the respondents are between 18 and 20 years of age**, while **45% fall in the 21–23 years age group**. Only **13% of respondents are between 24 and 26 years**.

Therefore, the sample is predominantly composed of young college students, with the 21–23 age group representing the largest proportion. This distribution is appropriate for the study because students in these age groups are generally involved in undergraduate or early postgraduate education and regularly face the challenge of balancing academic, personal, and social responsibilities. The relatively small proportion of respondents aged 24–26 may be due to the smaller number of students in this age range within the selected sample.

Table 2: Level of Study

Level of Study	Number	Percentage
Undergraduate	78	78%
Postgraduate	22	22%
Total	100	100%

The table indicates that **78% of the respondents are undergraduate students**, whereas **22% are postgraduate students**. Thus, undergraduate students constitute the majority of the sample.

This may indicate that the study's findings primarily reflect the time-management experiences of undergraduate students. Undergraduate students often have to adjust to greater academic independence while simultaneously managing assignments, examinations, extracurricular activities, and personal commitments. The participation of postgraduate students also provides some representation of students at an advanced level of education, although their proportion is comparatively lower.

B. Time-Management Practices

Table 3: Students' Daily Planning Habits

Response	Number	Percentage
Strongly Disagree	6	6%
Disagree	12	12%
Neutral	20	20%
Agree	43	43%
Strongly Agree	19	19%
Total	100	100%

The results show that **43% of respondents agree and 19% strongly agree** that they plan their daily activities. Therefore, a combined **62% of students have a positive response toward daily planning**.

In comparison, **18% disagree or strongly disagree**, while **20% remain neutral**. The findings suggest that most students recognize the importance of planning their daily activities and make some effort to organize their time. However, the presence of students who do not regularly plan their activities indicates that there is still scope for improvement. Developing a consistent daily planning habit may help students organize academic tasks, allocate sufficient study time, and avoid last-minute work.

Table 4: Students Prioritize Important Tasks

Response	Number	Percentage
Strongly Disagree	5	5%
Disagree	13	13%
Neutral	19	19%
Agree	44	44%
Strongly Agree	19	19%
Total	100	100%

The table shows that **44% of respondents agree and 19% strongly agree** that they prioritize important tasks. Thus, **63% of respondents have a positive response toward task prioritization**.

On the other hand, **18% disagree or strongly disagree**, while **19% are neutral**. These results indicate that a majority of students understand the importance of completing important tasks before less important activities. Effective prioritization can help students use their limited time efficiently and focus

their efforts on activities that have greater academic importance. However, the proportion of neutral and negative responses suggests that some students may require better guidance in identifying and prioritizing their academic responsibilities.

C. Procrastination

Table 5: Students Frequently Delay Important Tasks

Response	Number	Percentage
Strongly Disagree	8	8%
Disagree	17	17%
Neutral	18	18%
Agree	39	39%
Strongly Agree	18	18%
Total	100	100%

The results indicate that **39% of respondents agree and 18% strongly agree** that they frequently delay important tasks. Therefore, **57% of students acknowledge that procrastination is a problem for them**. In contrast, **25% disagree or strongly disagree**, while **18% remain neutral**. This finding suggests that procrastination is a significant challenge among the respondents. Although a majority of students report using planning and prioritization techniques, many still postpone important activities. Procrastination may reduce productivity, create academic pressure, and increase the likelihood of completing assignments close to deadlines. The finding highlights the importance of developing consistent work habits rather than relying only on planning.

D. Digital Distractions

Table 6: Social Media and Digital Entertainment Affect Study Time

Response	Number	Percentage
Strongly Disagree	7	7%
Disagree	14	14%
Neutral	16	16%
Agree	42	42%
Strongly Agree	21	21%
Total	100	100%

The table reveals that **42% of respondents agree and 21% strongly agree** that social media and digital entertainment affect their study time. Thus, **63% of respondents report that digital distractions have an impact on their available study time.**

Meanwhile, **21% disagree or strongly disagree**, and **16% remain neutral**. The results indicate that digital distractions are an important challenge in effective time management among the students surveyed. Excessive or unplanned use of social media and entertainment platforms may reduce the amount of time available for academic activities and may interrupt students' concentration. Therefore, controlling digital distractions can be an important part of improving time-management practices.

E. Perceived Productivity

Table 7: Effective Time Management Helps Me Complete More Work

Response	Number	Percentage
Strongly Disagree	4	4%
Disagree	8	8%
Neutral	15	15%
Agree	47	47%
Strongly Agree	26	26%
Total	100	100%

The results show that **47% of respondents agree and 26% strongly agree** that effective time management helps them complete more work. This means that 73% of the respondents have a positive perception of the relationship between time management and productivity. Only 12% disagree or strongly disagree, while 15% remain neutral.

The high level of agreement suggests that most students perceive time management as an important factor in completing their academic and other responsibilities efficiently. The finding supports the central focus of the study that better organization and use of available time may be associated with greater productivity

F. Relationship Between Time Management and Productivity

For the purpose of examining the relationship, respondents were given an overall **Time Management Score** based on planning, prioritization, scheduling, and deadline-management questions. A separate **Productivity Score** was calculated from questions relating to task completion, concentration, meeting deadlines, and perceived productivity. The Pearson correlation coefficient between the two scores was calculated as: **$r = 0.62$**

This indicates a **moderate positive relationship** between time management and productivity. In

simple terms, respondents who reported better time-management practices also tended to report higher levels of productivity. Since the calculated relationship is positive and reasonably strong, the findings provide support for the alternative hypothesis that effective time management is associated with higher productivity. It is important to note that correlation indicates an association and does not by itself establish that time management directly causes higher productivity.

MAJOR FINDINGS

The major findings of the study are as follows:

- 1) A majority of respondents reported that they plan their daily activities.
- 2) Most respondents stated that they try to prioritize important tasks.
- 3) Procrastination was identified as a common problem among students.
- 4) Social media and digital entertainment were reported as important sources of distraction.
- 5) Most respondents believed that effective time management helps them complete more work.
- 6) The analysis showed a positive relationship between time management and perceived productivity.
- 7) Students who reported stronger time-management practices generally reported better productivity.
- 8) Planning and prioritization appeared to be particularly useful practices for students.

DISCUSSION

The findings of the study are broadly consistent with previous research on time management among college students. Macan et al. reported meaningful relationships between time-management behaviour, academic performance, and stress among college students.

The present findings also correspond with research examining perceived control over time. Students who feel greater control over their time have been found to experience more favourable academic and stress-related outcomes. The positive relationship identified in the present study is also consistent with recent evidence. A 2026 meta-analysis found a moderate positive relationship between time management and learning outcomes among college students

However, time management should not be viewed as the only factor affecting productivity. Academic ability, motivation, teaching quality, workload, personal circumstances, technology use, sleep, and other factors may also influence students' productivity. Therefore, the results should be interpreted as evidence of an association rather than proof of a direct causal relationship.

CONCLUSION

Time management is an important skill for college students because it helps them organize their academic and personal responsibilities. The present study examined the relationship between time management and productivity among college students in Bilaspur, Chhattisgarh.

The survey findings indicate that planning, prioritization, scheduling, and meeting deadlines are associated with better perceived productivity. At the same time, procrastination and digital distractions remain major challenges for students. The positive correlation found between time-

management and productivity scores suggests that students who manage their time more effectively tend to perceive themselves as more productive.

Therefore, developing practical time-management habits can be a useful way for students to improve their day-to-day productivity. However, time management should be considered alongside other academic and personal factors that influence student performance.

RECOMMENDATIONS

Based on the findings, the following recommendations are suggested:

- **Prepare a daily schedule:** Students should prepare a realistic schedule covering study, assignments, recreation, and personal activities.
- **Prioritize important tasks:** Important and urgent academic tasks should be completed before less important activities.
- **Set specific goals:** Students should establish clear daily and weekly goals rather than relying on general intentions.
- **Reduce digital distractions:** Students should limit unnecessary social-media and entertainment use during study periods.
- **Avoid procrastination:** Large assignments should be divided into smaller tasks and completed gradually.
- **Use study breaks effectively:** Short breaks between study sessions can help students maintain concentration.
- **Review progress regularly:** Students should review their weekly performance and adjust their schedules where necessary.
- **Conduct awareness programmes:** Colleges can organize workshops or seminars to help students develop practical time-management skills.

LIMITATIONS OF THE STUDY

The study has several limitations:

- 1) The study is limited to college students in Bilaspur, Chhattisgarh.
- 2) The sample size is limited to 100 respondents.
- 3) Convenience sampling was used, which may limit the generalizability of the findings.
- 4) The study relies on respondents' self-reported perceptions.
- 5) Productivity was measured through questionnaire responses rather than direct observation of student performance.
- 6) The study examines association between variables and does not establish a cause-and-effect relationship.
- 7) Other factors influencing productivity, such as sleep, motivation, financial circumstances, teaching methods, and academic workload, were not examined in detail.

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