

## STUDENTS' TIME MANAGEMENT DURING ONLINE CLASS

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### Abstract

Due to pandemic of Covid 19, there are many countries close their schools, universities and use online class system as the only choice. This paper analyzed the influence of online learning, academic procrastination, stress and self regulation toward time management of undergraduate students during Covid 19. Researchers distributed the questionnaire to 100 respondents and analyzed the data using multiple linear regression. This research found that all of the independent variables have a simultaneously significant influence toward time management. Online learning and self-regulation have a significant influence on time management while stress and academic procrastination have no significant influence on the time management of undergraduate students.

**Keywords:** Academic Procrastination, Online Learning, Stress, Self-regulation, Time management

### INTRODUCTION

People in the world has been facing an enormous challenge due to COVID-19 that declared as a pandemic since 2020. Everything has changed and we must keep social distancing to prevent from the novel virus. It influences many aspect of humanbeing life such as economic, health, education, etc. Many educational institutions' classes are close and switched into online class. UNESCO stated 191 countries have closed their schools and universities. This situation influences the students' life. They have to adapt with the new schedules and the method to communicate with their classmates, friends and professors at university (Demuyakor, 2020).

Online learning can make students stay safe as well as keep up with their studies. Students can easily choose the course materials and manage their time and learning pace. (Newhall, 2020). Unfortunately, many students are not fond of having online classes. There are many distractions to hamper students to study at their home. Such as television, social media, and chores, etc. Some students say that

learning online is more stressful than in a regular classroom. They are not able to interacting with friends and being alone with nothing but homework (Angdhiri, 2020).

In order to analyze how undergraduate students satisfied with their online learning while they are at home, researcher conducted a pre-survey to 24 students. According to pre-survey, 41% students are not fully satisfied with an online class comparing to a traditional class. Therefore, 75% students prefer to study in a physical class room and face-to-face with their classmates and lecturers. In terms of time management, it resulted that 45% students still can manage their time, 21% cannot manage their time, and majority of them try to do multi-tasking. Mostly, multi-tasking is considered as a negative activity affecting quality of productivity, hampering learning, and promoting unsocial behavior (Ettinger, 2020). Procrastination is considered as dysfunctional behavior or an irrational delay of behavior related to negative outcomes. Therefore, academic procrastination is estimated to appear in 80-95 percent of college students or at least half of the students (Naturil, 2018; Amin, 2019).

A survey to 3239 higher education students conducted by a non profit organization also found that 38% students are struggling to focus on studies, 74% students are having a trouble maintaining their routine and their mental health got 5 worse due to COVID-19 (Sarah, 2020). Students are trying to deal with major uncertainty, grief, disruptions to their routines and lifestyles and it's deeply affecting their mental health. Strict quarantine or social distancing and pandemic itself affect the mental health (wellbeing) of students (Lee, 2020).

Active learning or self-regulated learning increases students' motivation their attitudes towards learning (Khan, 2017). In fact, it is hard to manage both chores and academic tasks at the same time so students fail to meet the deadline. Contrasting to an offline class, online learning requires learners to be self-regulated in order to succeed. Self-regulation is the process by which learners acquire and implement key skills in planning and organizing learning activities in their learning environment, allocating study time, seeking help when needed, and monitoring the achievement of learning objectives (Inan, 2017; Wandler, 2017).

Time plays a significant role for organization, sustainability and modernization process of human life. Time management can be defined as behaviors that aim to accomplishing an effective use of time while performing certain goal-directed activities (Mumford, 2015). Simply, the main purpose of time management is making a smart decision on how to assign time wisely, which means to spend less time as possible on unimportant tasks and to spend more time on important tasks. Time management consists of several tools that are purpose of setting, prioritizing, planning, monitoring, and organizing. Managing time is considered as a big challenge for college students both in their academic life, and social life. Students that can manage their

time well are able to increase their efficiency and reducing stress whereas poor time management leads to stress and poor performance in academics. (Gupta, 2018; Amin, 2019). Students ought to be aware of their working rhythm, learn to organize their activities and all factors influencing their performance (Indreica, 2011). Motivation is a key dimension of time management (Wolters, 2017).

Based on this phenomenon, researchers would like to examine more about time management and other factors, that are affecting their academic performance for undergraduate students during pandemic.

## **RESEARCH OBJECTIVES**

This study concentrates on achieving the objectives stated as followings:

1. To identify the influence of online learning towards time management of undergraduate students during pandemic.
2. To identify the influence of self – regulation towards time management of undergraduate students during pandemic.
3. To identify influence of academic procrastination towards time management of undergraduate students during pandemic.
4. To identify influence of stress towards time management of undergraduate students during pandemic.
5. To identify simultaneous influence of online learning, self – regulation, academic procrastination and stress on time management of undergraduate students during pandemic

## **RESEARCH METHOD**

This study uses the quantitative approach to measure and examine the collected data. Researchers used questionnaire as the research instrument that consist of 29 statements adapted from previous researches. This questionnaire spread to 100 respondents through online application. Population in this research are

undergraduate students. Researchers used Multiple Linear Regression to analyze the data.

### FINDING(S) AND DISCUSSION

In this survey, the respondents mostly female students (60%). Researchers used 20 respondents for measuring validity and reliability test. Around 29 statements used in this research are valid and reliable.

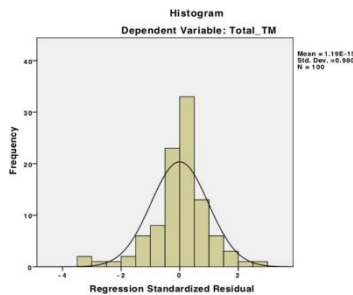


Figure 1. Histogram

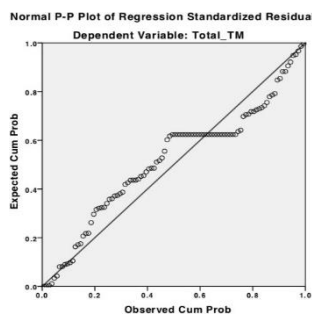


Figure 2. Normal P-Plot

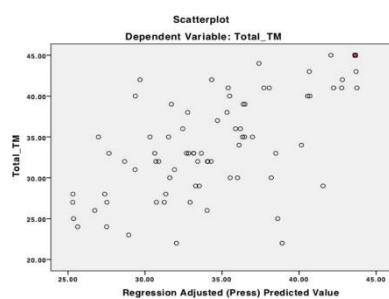


Figure 3. Scatterplot

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.396	2.831		-.140	.889
	total_OI	.553	.126	.438	4.389	.000
	SF_total	.784	.198	.316	3.951	.000
	proc_total	.068	.097	.069	.695	.489
	Stress_total	.130	.128	.107	1.014	.313

Figure 4. T- test result

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3361.385	4	840.346	47.667	.000 <sup>b</sup>
	Residual	1674.805	95	17.630		
	Total	5036.190				

Figure 5. Anova

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.817 <sup>a</sup>	.667	.653	4.19875	1.821

Figure 6. Coefficient of determination ( $R^2$ )

Based on the result, the p-value was 0.000, less than 0.05, therefore hypothesis 1 was accepted. We can conclude that online learning has a significant influence on time management of undergraduate students during pandemic. The good internet connection, technical skills and interaction with lecturers are able to increase students' time management. When students can adapt with the online learning situation, have compatible devices, know how to use some applications or online resources to increase their knowledge, also can communicate with their lecturer periodically then they can enjoy and manage their time. Previous research has identified a correlation between students' usefulness, enjoyment, interest, satisfaction, and continuous desire to learn online during their online learning. Therefore, the online learning experience of students in a mixed course is to some extent the quality of content online learning that can be considered to play an important role in their desire to engage in online learning in the future (Zhu, 2020). It is important to have a strong and stable internet connection in order to proceed the online class. Therefore, quality of online class's context is crucial part of online learning, which has a strong impact on time management of undergraduate students.

This research also found that self-regulation has a significant influence on time management of undergraduate

students. As a result, the P-value was .000. Self-regulation is the regulation of individual's thinking and actions. When students are able to control their metacognition and motivation, they can manage their time. Students who feel personally involved in their study and have a clear goal can create long term and short term planning, try not to do procrastination. Therefore, it is important to study systematically or to have a specific goal when students study, which motivates them to achieve their ideal GPA. Moreover, selfregulated learning is a crucial when individual studies something with less human interaction, which encourages students move forward and study productively. Self – regulation is considered motivational enable a learner to initiate and maintain focused goal-directed activities while ignoring distractions or setbacks (Wandler, 2017).

In this research, academic procrastination has no significant influence on time management of undergraduate students during pandemic. As a result, the P-value was 0.489, which was greater than 0.05 hence H3 was rejected. In this research, respondents were mostly female, who are unlikely to procrastinate things. That is why they find a way to complete what they are assigned to do. Students who postponing their tasks not significantly can not maintain their time. Even though students put things off they always find a way to complete tasks or assignments before due time. In the previous research, students engage in when presented with dull or overwhelming tasks, also the reason why university students put things off is that they might have done it before and it worked (Özer, 2011).

Stress also has an insignificant influence on time management of undergraduate students during Covid 19. As a result, H4 was rejected because the p-value was 0.313, which was greater than 0.05. Stressors such as a lot of assignments or unpredictable situation are facing by

students but these are not significantly influence their time. As a result, online students face the challenge of combining work, family needs, and other commitments with portfolio work (Kwaah, 2017). They assume, they have enough time to complete and submit their assignments that is why stress has a less influence on it.

Finally in this research, researchers found the simultaneous influence of online learning, self – regulation, academic procrastination and stress towards time management. The F test result show that the significant level is 0.00 and the adjusted R<sup>2</sup> is 0.653. It can be conclude that the time management of undergraduated students during pandemic can be explained by online learning, self – regulation, academic procrastination and stress as 65.3%.

Recent years technology is booming around the world, which enables people study remotely. Offline class seems very effective and productive, which is not flexible in terms of time whereas online class is very flexible and students or lecturers can access the class from anywhere. However, self-regulation is one of the important attitudes to possess in order to study or learn effectively when they are having an online class from their home.

## CONCLUSION(S)

By examining the results, researchers can conclude that:

1. Online learning has significant influence towards time management of undergraduate students due to pandemic.
2. Self-regulation has significant influence towards time management of undergraduates due to the pandemic.
3. There is an insignificant influence of academic procrastination towards time management of undergraduate students due the pandemic.
4. There is an insignificant influence of stress towards time management of

undergraduate students due to the pandemic.

5. All independent variables have significant influence on time management.

Due to this pandemic situation, online learning is indispensable thing. Students must consider about the electronic devices, online learning applications and internet connection that can support their online learning. Students also have to maintain their motivation, self – regulation, try to cope their stress and not to postponing their tasks. A great relationship between lecturers and students also can help students to increase their academic performance.

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