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An Analysis of Time Management in the Completion of Studies Among Students of the Management Study Program, Faculty of Economics and Business, Sam Ratulangi University, Manado

[1]Yoel Mihkael Karepouwan
[1]Universitas Sam Ratulangi, Manado, Indonesia

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Abstract

This article examines how time management may support the completion of studies among students in the Management Study Program, Faculty of Economics and Business, Sam Ratulangi University, Manado. It uses an integrative literature review of peer-reviewed studies published from 2020 onward concerning university students' time management, self-regulated learning, academic procrastination, study progress, and academic achievement. The reviewed literature suggests that time management is a multidimensional practice involving goal setting, prioritization, scheduling, monitoring, and adjustment of study activities. Evidence generally links purposeful planning and consistent study routines with stronger academic engagement and, in several studies, better academic outcomes. However, the relationship is not uniform: motivation, learning environment, workload, employment, sleep, digital distraction, and individual differences can shape how effectively time management translates into academic progress. Procrastination and delayed assignment submission are recurring risks because they compress the time available for reading, coursework, examination preparation, and completion of major academic requirements. The article proposes a practical framework for supporting study completion through semester mapping, weekly planning, task prioritization, progress monitoring, and early academic support. Because no primary data from Sam Ratulangi University were supplied for this manuscript, the article does not report institution-specific respondent statistics or claim causal effects. The review instead provides a literature-based analysis and recommendations that can guide future empirical research with Management students.

Keywords Time Management; Study Completion; University Students; Academic Procrastination; Self-Regulated Learning

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INTRODUCTION

Time management is an important part of university study because students must

coordinate lectures, independent reading, assignments, group projects, examinations, and personal responsibilities within limited time. For Management students, these demands may also include case analyses, presentations, quantitative coursework, internships, and collaborative projects. Effective time management is not simply doing more tasks; it is deciding which tasks matter, allocating realistic time, and monitoring progress toward academic goals (Wolters & Brady, 2021; Wilson et al., 2021).

The completion of studies is broader than achieving satisfactory marks in individual courses. It involves progressing through required credits, meeting academic deadlines, completing projects or a thesis where applicable, and satisfying institutional graduation requirements. A student may understand course content yet experience delayed study progress when tasks are repeatedly postponed, deadlines overlap, or weekly plans do not reflect the real demands of study. Research on assignment submission and procrastination indicates that delay can be associated with lower grades and less favorable graduation outcomes (Jones & Blankenship, 2021; Arnold, 2022; Sun et al., 2023).

Recent studies have generally found that time management is associated with academic performance, but the strength and consistency of this relationship vary across settings and measures. Wilson et al. (2021) reported that time-management training was linked to improvements in selected student outcomes, while Rashid et al. (2020) and Agormedah et al. (2022) examined the relationship between time-management behavior and achievement among university students. Other research has reported mixed findings, suggesting that planning skills do not operate independently of motivation, learning conditions, and personal circumstances (Bhattacharya et al., 2022; Makiah & Nusron, 2024).

This issue is relevant to students in the Management Study Program at Sam Ratulangi University, Manado, because the LOA identifies study completion among these students as the subject of the article. Nevertheless, the supplied materials contain the title and author affiliation but no survey dataset, interview transcripts, academic records, or institution-specific findings. Accordingly, this manuscript does not invent a sample size or present unverified results about Sam Ratulangi University. Instead, it synthesizes recent journal literature and develops an analytical framework that can be tested in a subsequent field study.

METHOD

This article uses an integrative literature review with a qualitative narrative

synthesis. The review focuses on peer-reviewed journal articles published from 2020 onward that address time management, academic performance, self-regulated learning, academic procrastination, study behavior, and university student outcomes. Sources were identified through academic journal platforms and scholarly indexing/search services using combinations of terms such as "time management," "university students," "academic achievement," "study completion," "procrastination," and "self-regulated learning."

Studies were included when they examined higher-education students or directly relevant student-learning processes and provided an identifiable journal record. Research involving secondary-school students was not used as central evidence for conclusions about university students. The synthesis compared each study's focus, design or intervention, main reported implication, and relevance to study planning or completion. The review is integrative rather than a fully registered systematic review: it does not claim exhaustive coverage of every publication or calculate a pooled effect size.

The evidence was organized into five themes: time-management dimensions; the relationship between planning and academic outcomes; procrastination and delayed work; contextual and personal influences; and practical interventions. The conclusions are therefore literature-based interpretations, not results from primary data collected at Sam Ratulangi University. This distinction is important because the effects reported in other universities cannot automatically be generalized to a specific study program.

FINDINGS AND DISCUSSION

1. Time Management as a Self-Regulated Learning Process

Time management can be understood as a sequence of goal setting, planning, prioritization, time allocation, monitoring, and adjustment. Wolters and Brady (2021) place college students' time management within a self-regulated learning perspective, in which learners actively organize their study behavior in response to goals, task demands, and feedback. This perspective suggests that a calendar or task list is useful only when students use it to guide action and revise plans when actual progress differs from expectations.

For Management students, long-range planning may include mapping the semester's examinations, presentation dates, group assignments, internship commitments, and final project milestones. Short-range planning then translates these requirements into weekly and daily actions—for example, reading a case before a seminar, allocating separate sessions for quantitative exercises, and reserving time to revise a

presentation. Studies of university students indicate that planning skills and time attitudes are relevant dimensions of academic time management (Rashid et al., 2020; Agormedah et al., 2022; Romero et al., 2024).

Time management should also be treated as a flexible process rather than a rigid timetable. Students may underestimate how long a reading task takes, encounter unexpected group-work delays, or need additional revision after receiving feedback. The practical response is to compare planned and actual time use, identify recurring sources of delay, and revise the next schedule. Tabuenca et al. (2022) examined workload estimation and time-allocation reflection as a way to support the transition into higher education, while Kalun et al. (2024) highlighted goal setting, planning, and reflection in undergraduate courses.

2. Relationship Between Time Management and Academic Progress

The literature broadly supports the view that time management can contribute to academic progress, although it is not the sole determinant of performance. Rashid et al. (2020) studied time-management behavior in relation to university students' academic performance, and Agormedah et al. (2022) examined academic achievement with gender as a moderating consideration. Siregar (2022) likewise reported a positive and significant relationship between time management and academic achievement among students in an office-administration education program. These studies support treating planning and time use as relevant factors, but they do not establish that time management alone determines whether a student completes a degree on schedule.

Evidence from intervention studies is useful because it considers whether time-management skills can be developed. Wilson et al. (2021) evaluated a time-management training intervention and found benefits in selected academic outcomes and attitudes. Kelly et al. (2022) examined instructor-implemented strategies involving schedules and goals, while El-Sayed et al. (2024) reported improvements following a time-management educational program among nursing students. Such findings suggest that time-management instruction may be more effective when students receive practical tools and structured opportunities to apply them rather than general advice to "manage time better."

The relationship is not always straightforward. Bhattacharya et al. (2022) did not find a significant relationship between time management and academic achievement in their study of university students, and Makiah and Nusron (2024) reported that time management was not significantly associated with academic performance in their sample, although motivation was significant. Romero et al. (2024), using

objective measures of time management and academic grades, found positive relationships for some subject outcomes. These differences may reflect variations in measurement, student populations, course demands, and other factors. Thus, for the Management Study Program, time management should be examined alongside motivation, workload, study strategies, and learning conditions.

Study completion is also affected by whether students sustain progress across semesters. Arnold (2022) found that procrastination was associated with increased dropout and reduced graduation likelihood in a university economics context. This suggests that time management matters not only for a single examination but also for repeated completion of smaller academic requirements. When weekly tasks are consistently postponed, the accumulated delay can affect credit completion, prerequisite sequencing, project milestones, and the time available for thesis or final-project work.

3. Academic Procrastination and Delayed Completion

Academic procrastination is the repeated postponement of tasks despite recognizing that the delay may create problems. It can appear as beginning an assignment too late, delaying exam preparation, avoiding difficult readings, or postponing consultation with a lecturer. Basith et al. (2021) found that academic procrastination among college students was associated with academic achievement and identified time-management skills as an important dimension. Jones and Blankenship (2021) also reported that earlier online assignment submissions tended to be associated with higher grades.

Procrastination can be reinforced by unclear goals, task anxiety, low motivation, perfectionism, digital distraction, or weak monitoring. Fentaw et al. (2022) documented academic procrastination among public university students and identified poor planning and time-management difficulties among reported reasons. Martinie et al. (2023) examined achievement goals and learning strategies as predictors of procrastination in first-year university students. Sujadi and Ahmad (2023) further considered academic burnout and smartphone addiction in relation to student procrastination. Together, these studies indicate that delayed work should not be interpreted only as laziness; it can reflect interacting motivational, behavioral, and contextual difficulties.

The consequences may extend beyond grades. Subekti (2023) investigated academic procrastination among Indonesian university learners in relation to cheating, absenteeism, and language achievement, while Margaretha et al. (2022) examined cyberloafing and academic procrastination among Indonesian students.

These studies underline the importance of monitoring how online behavior and avoidance can displace planned study time. For students who struggle with delay, a useful strategy is to convert large assignments into small deliverables, set personal deadlines earlier than official deadlines, and schedule a short first work session before the task feels overwhelming.

Digital calendars and reminder applications may support these practices, but tools are not substitutes for deliberate action. Students can record a due date accurately and still postpone the task. A practical routine combines a visible deadline, a specific next action, a realistic time block, and a review of whether the action was completed. If delay persists, academic advising or counseling may help identify whether the primary barrier is planning, task comprehension, stress, motivation, or competing responsibilities.

4. Individual and Environmental Factors

Students' ability to manage time is influenced by factors beyond scheduling. Course workload, employment, family responsibilities, commuting, health, sleep, access to study spaces, and the timing of assessments can all affect available study hours. Park and Swanson (2021) examined time use and academic outcomes among college students in a transition program, illustrating the importance of considering students' broader circumstances rather than assuming that all students have equivalent time resources. Masnan et al. (2025) also studied time management alongside purpose, attendance, sleep, and self-esteem in relation to university academic performance.

Motivation and goal orientation may influence whether students follow their plans. Romero et al. (2022) investigated time management among mastery-oriented college students, linking time-management behavior with goal orientation. Wolters and Brady (2021) argue that time management is embedded in a broader self-regulated learning process. This means that students may benefit from connecting daily tasks to meaningful academic goals—for example, viewing weekly progress not as a checklist alone but as preparation for passing prerequisite courses and completing the program.

Learning environment and delivery mode also matter. Sun et al. (2023) analyzed academic procrastination as a mediator between learning environment and academic performance, emphasizing that learning conditions and procrastination can interact. Tabuenca et al. (2022) explored reflective workload estimation during the transition to higher education. For the Management Study Program, lecturers can contribute by publishing assessment schedules early, clarifying assignment expectations, coordinating major deadlines where possible, and giving feedback before final

submission dates.

Student well-being should be included in the analysis. Kalun et al. (2024) found that students valued planning and reflection but still faced challenges balancing coursework and well-being. Knowlden and Naher (2023) examined time-management behavior in relation to sleep quality among university students. Overloaded schedules that leave no time for sleep, meals, exercise, or recovery may not be sustainable. Effective time management therefore includes realistic limits and recovery periods, not merely maximizing study hours.

5. A Practical Framework for Supporting Study Completion

Based on the reviewed literature, a practical study-completion framework can be organized into five connected practices. First, students map the semester by listing all courses, assessment dates, prerequisite requirements, and major project milestones. Second, they prioritize tasks by urgency, importance, and consequences of delay. Third, they translate priorities into weekly time blocks with specific deliverables. Fourth, they monitor progress by recording completed tasks and explaining missed targets. Fifth, they adjust the plan and seek help early when delays repeat. These practices are consistent with self-regulated learning and intervention-oriented work on planning and time-management skills (Wolters & Brady, 2021; Wilson et al., 2021; Kelly et al., 2022; Kalun et al., 2024).

An example for a Management student is to divide a group business-analysis project into topic selection, source collection, analysis, drafting, peer review, and presentation rehearsal. Each milestone should have an owner and an internal deadline. For individual study, a student preparing for an accounting or statistics examination could use several shorter sessions across the week, practice questions, and a final review rather than rely on one long session immediately before the examination. Such examples are recommendations derived from the literature, not reported observations about students at Sam Ratulangi University.

At the program level, lecturers and academic advisers could encourage students to create semester plans during the opening weeks, check progress at mid-semester, and identify students who repeatedly miss deadlines or fall behind in credits. Support could include study-planning workshops, peer accountability groups, consultation hours, and referrals for students facing emotional or practical barriers. Evidence from time-management interventions suggests that concrete instruction and repeated application can be more useful than generic reminders (Wilson et al., 2021; Kelly et al., 2022; El-Sayed et al., 2024).

6. Implications and Research Limitations

The central implication is that time management should be viewed as a learnable set of behaviors operating within a broader academic system. Planning, prioritization, and monitoring can help students distribute effort across a semester, while procrastination, digital distraction, and unrealistic schedules may undermine that effort. Yet mixed findings across studies show that academic performance and study completion also depend on motivation, task difficulty, learning environment, and personal circumstances (Bhattacharya et al., 2022; Makiah & Nusron, 2024; Masnan et al., 2025).

This article has an important limitation: it is based on published literature and the supplied LOA, not on primary data from Sam Ratulangi University. It therefore cannot determine the actual level of time-management skills among Management students, identify the most common causes of delayed study completion in that program, or estimate a statistical effect. Future research should collect student survey data and, where ethically approved, compare time-management measures with semester GPA, credits earned, missed deadlines, and time-to-completion indicators. Interviews could further explain how students balance academic tasks with work, family, organizational activities, and digital media.

CONCLUSION

This literature-based analysis indicates that time management is a relevant but not isolated factor in students' progress toward completing university studies. Effective practice includes setting goals, prioritizing academic requirements, scheduling realistic study periods, monitoring progress, and revising plans when circumstances change. Research generally links constructive time-management practices with academic outcomes, while procrastination and delayed submissions can threaten grades and longer-term progress. However, results vary across populations and measures, and motivation, workload, learning conditions, sleep, employment, and digital distraction also matter. For students in the Management Study Program, Faculty of Economics and Business, Sam Ratulangi University, the proposed framework offers practical steps for planning and monitoring study activities. Institution-specific conclusions must await empirical research using data collected from the program; no student-level results are claimed in this article.

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