

The Effect of Time Management Skills and Self Esteem of Students on Their Grade Point Averages (GPA)

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Abstract: Determinants of students' performance have been the subject of ongoing debate among educators and academics. There have been many studies that sought to examine this issue.

This Study Aimed: To examine the effect of self esteem and time management skills on GPA, among faculty nursing students.

Design: This study demonstrates a descriptive cross-sectional design.

Setting: the study was carried out in Faculty of Nursing, Meofiya University, Egypt Governorate.

Subjects: A proportional allocation sample of second, third, and fourth nursing students enrolled in the above mentioned setting.

Tools: tool (1): Student' time management skills questionnaire. Tool (2): Student' Self-Esteem scale.

Results: Indicated that the majority of the sample has a high level of self esteem and good level of time management. Otherwise their GPA was very good. There was a positive correlation between time management, self esteem and GPA.

Conclusion: This study concluded that time management and self esteem have an effect on students GPA.

Recommendations: further research could be looking to see if the students' academic progress supports the techniques used by teachers. This would be a significant addition to the research

Keywords: self esteem- time management –grade point average

I. Introduction

Grade point average (GPA) is a commonly used indicator of academic performance. Academic competence is associated with students' ability to manage their study load and is used to assess if students are able to manage the study material in the curriculum. It also provides an indication of whether the curriculum is interesting enough for students to enjoy their classes. Academic competence has been shown to affect students' academic performance and a student with better academic competence would probably have better academic performance [1].

In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living [2]. It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country [3]. The quality of students' performance remains at top priority for educators. The grade point average (GPA) is a numerical indication of the student's performance in all courses in which quality points can be earned.

Many universities set a minimum GPA that should be maintained. On an academic level, students rate their success in college by their total G.P.A. score for the classes they have attended [4]. Therefore, GPA still remains the most common factor used by the academic planners to evaluate progression in an academic environment [5]. On an academic level, students rate their success in college by their total GPA score for the classes they have attended. The GPA still remains the most common factor used by administrators to evaluate progression in an academic environment [4].

Many factors could act as barriers to student attaining and maintaining a high GPA that reflects their overall academic performance, during their tenure in university. These factors could be targeted by the faculty members in developing strategies to improve student learning and improve their academic performance by way of monitoring the progression of their performance [6].

Time management skills are important to academic success. Time management has been defined as clusters of behavioral skill sets that are important in the organization of study/course load. Time management skills include activities performed by students such as planning in advance, prioritizing work, test preparation, and following schedules [1]. And also time management is the development of processes and tools that increase efficiency and productivity. Time management is found to have an impact on the success of students. Higher academic performance may be achieved by balancing time management and study techniques effectively [7].

A person that knows how to manage time effectively speeds up new advances and is enabled to spend more time with leisure activities. These abilities are also associated with time management skills. Time management skills refer furthermore to the ability of a person to solve time management issues and recognize problems that have wasted time. Good time management is one of the key differences between a poor student and a successful student, so for students who are struggling, this may be one of the first areas to address [8].

Student nurses may need to prioritize all their activities to provide more room for other activities that are important as well. Time management maybe the best tool for student nurses. Time managements are one of the most important techniques that everyone needs to learn. This is a technique used by many people to facilitate better management of time. Activities are done in an organized manner. With the use of time management, these nursing students will be given the chance to perform other useful activities other than the nursing course itself. First thing to do is to organize all the activities to do. Make a checklist of the tasks with proper prioritization. After the end of the day, check off the completed or accomplished tasks. This is a great help in the identification of the tasks not yet done over a day. With proper time management, student nurses will be able to do other activities that also enhance their personality [9].

Self-esteem is something that many people struggle with at some point during their lifetime. Self-esteem is defined as the complication of feelings about ourselves that guides our behavior, influences our attitudes, and drives our motivation [10]. Also, [11] explains self-esteem as the ability to cope with life's challenges, the feeling of being worthy, and deserving and the right to enjoy the product of hard work.

A person's confidence in their ability to compete, perform, and satisfactorily complete a task can have a positive or negative effect, depending on the inter interpretation of success [12]. Self-esteem refers to the amount of realistic respect that you have for yourself. It is important for a athlete to have a healthy self-esteem in order to lead a happy and successful life - both on a personal level as well as his/her professional level. Thus self-esteem as a relatively permanent positive or negative feeling about self that may become more or less positives and negatives as individuals encounter and interpret success and failures in their daily lives [13].

II. Significance Of The Study

Many factors act as barriers to students attaining and maintaining a high GPA during their tenure in college. These factors could be targeted by faculty members in developing strategies to improve student learning and improve their academic performance. Time management and self esteem are some of factors that affect students GPA Through many pressures and responsibilities of being a student; one learns and understands the importance of having a high self-esteem in college. So that the present study was developed to examine the effect of self esteem and time management skills on GPA, among faculty nursing students.

III. Aim Of The Study

This study examined the effect of self esteem and time management skills on GPA, among faculty nursing students. The following research questions were developed to conduct this study

- 1- What is the self-esteem level of students?
- 2- Is there a relationship between Self -Esteem and time management skills among faculty nursing students?
- 3- Is there a relationship between GPA, Self -Esteem and time management skills among faculty nursing students?

IV. Theoretical Framework

Maslow's hierarchy of needs, the hierarchy of needs theory is based on 5 levels of needs. Filling those needs one after the other improves your self esteem and happiness. You begin with the base needs like food and shelter and work your way up to self-actualization. Self actualization is fulfilling everything you are capable of. This theory does not state the amount of time should be spent on any one group of needs. Instead you are expected to work your way up a pyramid of needs. You fulfill the bottom needs first then the next level and so on. By following the ideas laid out by the theory, you can see which needs are already being met in your life. You can also understand which ones you still have to fulfill. You can then use this knowledge to make up goals to work towards. These goals set the basis for your daily life and let you know where your time should be spent. Abraham Maslow's hierarchy of needs theory can set the guidelines for your time management schedule. Follow the theory and outline what needs you have met and which ones still need to be met. Set yourself accurate goals and work towards achieving them. Now instead of wasting your time on needs or goals that can't be met, you can effectively use your time to meet your needs in a productive order.

V. Material And Methods

5.1. Design

This study demonstrates a descriptive cross-sectional research design.

5.2. Study variables

5.2.1. Dependent variable: GPA

5.2.2. In dependent variable: time management and self esteem

5.3. Setting

The study was carried out in Faculty of Nursing, Menoufiya University, Egypt Governorate.

5.4. Subjects

A proportional allocation sample (30%) of second, third, and fourth nursing students enrolled in the above mentioned setting in the academic year (2011-2012) were included in the study they were selected randomly.

5.5. Tools

In order to fulfill the aim of the study, the following tools were used.

5.5. 1. Tool (I): student' time management skills questionnaire.

This tool was developed by [14], modified by the researcher based on literature review to assess students' time management skills. It included the following parts:

Part I:

Socio demographic data as age, residence, and academic year

Part II:

Student time management skills questionnaire which, consisted of (16) questions using a (5-point) scale. Participants answer (1) meaning never, (2) meaning sometimes, (3) meaning neutral, (4) meaning seldom, and (5) meaning always. The total score ranged from (20 to 36) low level of students' time management skills, from (37 to 53) moderate level of students' time management skills and from (54 to 100) high level of students' time management skills.

5.5. 2. Tool (II): Student' Self-Esteem Scale.

It was adopted from [15], to determine level of students' Self-Esteem. This questionnaire consisted of (10) questions using a (4-point) Likert scale. Participants could answer (1) meaning strongly disagree, (2) meaning disagree, (3) meaning agree, or (4) meaning strongly agree. Total scores was ranged from (10 – 50). Score ranged from (10 to 19) low level of student' Self-Esteem. Score ranged from (20 to 35) moderate level of Self-Esteem. Score ranged from (36 to 50) high level of student' Self-Esteem

5.6. Methods

- 1- An official letter clarifying the purpose of the study was obtained from the Dean of Faculty of Nursing to conduct the study and collect the necessary data.
- 2- An interview questionnaire schedule was developed by the researcher after extensive review of related and recent literature. The tools were revised for content validity by 5 Experts in the related field.
- 3- The tools were tested for reliability by test-retest technique by ten students from each academic year who were interviewed twice at an interval of one week period and data was analyzed and compared.
- 4- The study was conducted over first semester, September 2011.
- 5- Consent was obtained from the participants. The researcher explained to students the objectives of the study orally, informed confidentiality and anonymity being assured.
- 6- A pilot study was carried out with 10 nursing students from each academic year who not included in the present study. It was done to test the clarity of the study tools. The necessary modification was done. The average time needed to complete the questionnaires (I) ranged between (10-15) minutes and questionnaire (II) ranged between (5-15) minutes).
- 7- The collection of data was started at October 2011 and ended on 20 November 2011, covered almost two months.

5.7. Statistical analysis

Data entry and analysis were done by using statistical package for the social sciences (SPSS Version 11.0). Data was presented using frequencies and percentage. Pearson's correlation test was used to measure relationship between time management skills and self –steam and GPA.

VI. Results

Table (1) Distribution of the studied sample (students) according to their personnel characteristics. (no. = 102)

Items	No.	%
Students grade in nursing :		
- 2 nd grade	30	29.4
- 3 rd grade	31	30.4
- 4 th Grade	41	40.2
Qualification before joint to nursing college:		
- Secondary school	84	82.4
- Technical institute of nursing	18	17.6
Student last semester GPA:		
- Excellent	27	26.5
- Very good	58	56.9
- Good	10	9.8
- Pass	7	6.9
Students hometown:		
- Rural	74	72.5
- Urban	28	27.5

Table (1): Displays distribution of the studied sample (students) according to their personnel characteristics. As indicated in the table the greatest number of students were in the 4th grade (40.2%) , while (82.4%) have a secondary school before joint to nursing college, finally nearly more than half of the students' last semester GPA is very good.

Table (2) Frequency Distribution of the Studied Sample according to their level of Self Esteem (no = 102).

Self Esteem level	No.	%
high self esteem	66	64.7
moderate self esteem	36	35.3

Table (2): Highlight on percentage distribution of the studied sample according to their level of self esteem. There were (64.7%) of the students with high self-esteem level, while there were (35.3%) of them have a moderate self-esteem level.

Table (3) Correlation between self- esteem total score and Students GPA Last in semester

	Self- Esteems total score.	
	R	P
Students GPA Last in semester	.024	.809

Table (3): Illustrates correlation between self- esteem total score and students GPA in last semester. As indicated in the table that there is a positive correlation between GPA last semester and students' self-esteem but not significance.

Table (4) Distribution of the Studied Sample Self- Esteem Total Score in regarding to their GPA in Last semester.

Students GPA Last semester	Self esteem total score		
	High	Moderate	Total
	%	%	
Excellent	24.2%	30.6%	26.5%
Very good	59.1%	52.8%	56.9%
Good	10.6%	8.3%	9.8%
Pass	6.1%	8.3%	6.9%
Total	100%	100%	100%

Table (4): Shows distribution of the studied sample self- esteem total score in regarding to their GPA in Last semester. The sample is divided nearly equally between high and moderate level of self esteem, the high level exceed by (7.1) than the moderate level. The two groups have a very good grade in last semester.

Table (5) Frequency Distribution of the Studied Sample According to their Score of Time Management, no. = 102

Total score of time management	No.	%
Good time management	60	85.5
Inadequate time management	42	41.2

Table (5): Distribution of the studied sample according to their score of time management. As indicated in this table (85.5%) of nursing student have a good time management skills while (14.5%) have inadequate time management.

Table (6) Correlations between self - esteem total score and total score of time management.

	Total score of time management.	
	R	P
Self- esteem total score	.299	002**.

Correlation is significant at the 0.01 level

Table (6): Clarify the correlation between self- esteem total score and total score of time management. It inferred that there is a highly significant correlation between two variables.

Table (7) Distribution of the studied sample level of time management in regarding to students GPA in last semester

GPA of students	level of time management				Total	
	good time management		inadequate time management		No.	%
	No.	%	No.	%		
Excellent	12	44.4	15	55.6	27	100
Very good	37	63.8	21	36.2	58	100
Good	8	80	2	20	10	100
Pass	3	42.9	4	57.1	7	100
Total	60	58.8	42	41.2	102	100

Table (7): State that almost more than half of the study sample had a good level of time management. The greatest number of the study sample who had a grade point average very good their level of time management was good

Table (8) Correlation between level of time management and GPA of students

	Level of time management	
	R	P
Your GPA last semester	.094	.347

Table (8): Correlation between level of time management and GPA of students. As indicated in this table there was a positive correlation but not significance between level of time management and GPA of students

VII. Discussion

GPA still remains the most common factor used by administrators to evaluate progression in an academic environment. Many factors could act as barriers to students attaining and maintaining a high GPA that reflects their overall academic performance during their tenure in college. These factors could be targeted by the college members in developing strategies to improve student learning and improve their academic performance, time management, test competence, academic competence, and study techniques are some of the factors that affect an individuals' academic performance [1].

Moreover when students enter college, time management is stressed by advisors as well as teachers. Time management is the development of processes and tools that increase efficiency, productivity & have an impact on the success of student [16]. Student nurses may need to prioritize all their activities to provide more room for other activities that are important as well. Time management maybe the best tool for student nurses.

The present study has revealed that the greatest number of students grade in nursing were in the 4th. grade (34.3%) with qualification before joint to nursing college was a secondary school (82.4%). Student last semester GPA have the highest (56.9%) very good.

Regarding student level of their self esteem, the present study has revealed that

that there were 102 students (64.7%) with high self-esteem level, while 36 students (35.3%) with moderate self-esteem level ,this result consistent with [17], who has stated that the highest percent of students (88.6 %) had a high self-esteem level, while (11.4 %) had a low self-esteem level .

The present study has revealed that the first-year college students with relatively low self-esteem

(45.5%) than the other three years. This result is constant with [18], who found that first-year college students with relatively low self-esteem were more likely to exhibit many problem behaviors, than those with higher self-esteem. And also [19], stated that students with high self-esteem usually set higher goals for themselves and become more willing to continue in the case of failure. High self-esteem may also help students have the confidence to tackle difficult situations as well as see satisfaction from their progress and success.

Moreover correlation between students self esteem and their GPA in last semester there was a positive correlation but not significance. This result isn't constant with [20], who has stated that there is a significant difference between achievers and non-achievers on self-esteem. But in the same line with [21], found that there was a significant relationship between academic achievement and self-esteem; self esteem and optimism may increase academic achievement while anxiety and pessimism may lower academic achievement. [22], showed that there is a positive correlation between self-esteem and academic achievement. But this result congruent with [19], who has found that the relationship involving self-esteem and academic results does not signify that high self-esteem, contributes to high academic results. It simply means that high self-esteem may be accomplished due to high academic performance and the other variables such social interactions and life events affecting this performance.

Studies of the relationship between self-esteem and academic success have produced conflicting results. In the study [23], found a positive correlation between self-esteem and academic success.

The present study has revealed that (85.5%) of nursing student have good time management skills while (14.5%) have inadequate time management. This result is similar to [24], who has stated that time management is one of those skills that some people are better at than others. There are those that seem to have a gift at getting things done well and on time, while others struggle to complete the task at all. In the same line [25], clarified that skills in managing how to spend time allows a person to prioritize and accomplish more goals in life, resulting in a sense of well-being because he is able to see the fruits of his labor. It gives him a chance to achieve a balance between work and personal life that can be more satisfying, as opposed to restricting activities to one arena at the expense of the other.

The present study has revealed that there are highly significant correlation between time management & self-esteem. This result is similar to [26], who has stated that your self esteem can play a role in how well you manage time. Until you value yourself, you won't value your time. Until you value your time, you will not do anything with it. And also people with poor time management skills find it hard to keep up with their workloads regardless of how much effort they put in. Also [27], reported that time management disposition is significantly and positively correlated to self-esteem.

And also the relationship between GPA & time management indicated that there was a positive correlation but not significance. This result is constant with Studies show that the time management behaviors are significantly related with academic performance [28]. While [29], reported that the groups who used time-management skills significantly had higher GPA's. [30], reported that students who have good time management skills are more likely to get better grades and have more free time. Also noticed that students who are successful in their study mostly are supported by the fact that they apply a good time management skills.

VIII. Conclusion

This study concluded that the studied sample had a high self-esteem level and there was a positive correlation between GPA last semester and students self-esteem but not significance. The majority of the sample who had a very good grade in last semester had a good time management skills. There was a highly significant correlation between self-esteem and time management. Finally there was also a positive correlation between level of time management and GPA of students.

IX. Recommendations

The study recommended the following:

- 1- Teachers need to focus on the students strengths and stress them on a consistent basis to improve their achievement.
- 2- Presenting several opportunities for students to demonstrate his or her strengths will definitely build self-esteem.
- 3- Additionally, placing the students in the role of tutor or helper, reframe negative language to positive language.
- 4- Find out what the students do well and help them do more of it.
- 5- Compliment the students, and teach them to compliment themselves.
- 6- Conducting a time management workshops which is highly interactive with student to help them managing their time effectively

- 7- After attending the workshop students should be able to do such things as state their long- and short-term goals, organize and prioritize assignments and commitments.
- 8- The academic advisor can act as a role play by sharing the students in preparing his/ her agenda of assigned duties, and then they have a more realistic and less anxious conception of time management.

Recommendation for Future Research

One area for further research could be looking to see if the students' academic progress supports the techniques used by teachers. This would be a significant addition to the research because it would provide evidence that the techniques being used to raise self-esteem are having a positive impact on the students' academic success.

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