Institute of Letters and Languages
Department of Foreign Languages
Branch: English

The Role of Time Management on EFL Learners' Productivity

Case Study of Third Year Students at AbdElhafid Boussouf Universitiy center

of Mila

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in

Didactics of Foreign Languages

Presented by: **Supervisor: MedjedoubRima**
1) Fetimen Farah
2) Khellaf Rahma

Board of Examiners:

Chairwoman :Abid
Meriem

Supervisor: Medjedoub
Rima

Examiner: Bennacer Fouzia

2024

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRYOFHIGEREDUCATIONANDSCIENTIFICRESEARCH
AbdElhafid Boussouf University Centre-Mila

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Dedication I

To my source of power, my loving parents "Cherifa" and "Badis" I am forever grateful for the sacrifices you have made for me, your guidance and wisdom have shaped me into who I am today ;

To my supporter, my inspirer and my dear brother "Badreddine". You are my source of strength and encouragement, thank you for always being by my side.

To the flowers of home, my sisters:"Ines" and "feriel";

To my companion in life, to the man who makes my world brighter, my husband "Aboubakr" and all his family. Thank you for always believing in me and in my abilities;

To my parents-in-law, may Allah protect, care for them and grant them long life;

To the beautiful "Rahima", may Allah grant her happiness, joy and success;

To my best friends "Randa" and "Chahinez", the two with whom I have shared many unforgettable memories. I am so grateful to have you in my life. Your friendship is one of the most cherished blessings;

To all my friends who have had a place in my life;

I also dedicate this work to all families members'"Fetimene"and"Nemoul";

To my partner "Rahma" whose diligent efforts and unwavering commitment have played an instrumental role in facilitating the successful completion of this dissertation;

*Finally, I dedicate this work to myself, to the strong girl "**Farah**.*

Dedication II

I want to dedicate this work that I have completed, with the help, facilitation, and guidance of Allah;

To my beloved parents who have paved the way for my educational journey through their efforts, time, and support. Words cannot express the depth of my gratitude for all your sacrifices , thank you for being my strength and source of power;

To myself ;

To the People in Gaza that I have been watching while writing this work ;

To my siblings Sarah, Imen, Zaki and Ammar who have been cheering me on and support me when things get tough. Their love and guidance have been invaluable on this journey since childhood until now;

To my dear friend Hadjer , who has been a companion on this long journey, sharing laughter and exhaustion,the first one to encourage me and be with me through every difficult detail and enjoyable moment;

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To my dearest aunt Hakima may god have mercy on her soul;

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Abstract

The present study sheds light on the role of effective time management strategies on third year EFL learners' productivity at the Department of Foreign Languages at AbdElhafid University Center- Mila. It aims at discovering whether learners who practice efficient time management strategies demonstrate better productivity. To reach this aim, a semi- structured questionnaire was conducted with 50 students to obtain their perceptions of the role of time management in their productivity. The data analysis reveal that EFL students generally experience difficulty managing their time effectively during their learning process. Yet, it is interesting to find out that they are aware of the fact that the effective management of time is necessary and it has a positive role in their productivity since it gives them the ability to organize, plan and control their various responsibilities and activities. The study concludes by suggesting a range of recommendations for both teachers and students aiming to promoting the use of optimal time management techniques among students.

Key Words: EFL learners, Learning process, productivity, time management, time management techniques

List of Abbreviations and A cronyms

EFL: English as a Foreign Language

etc: Et Cetera

GTD: Getting Things Done

i.e: That is to say

Q: Question

%: Percentage

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General Introduction

1. Statement of the Problem

Learning a foreign language is not an easy task. A main part of learning English as a foreign language (henceforth, EFL) is the learner's productivity. It represents directly the level of effort put into accomplishing positive academic results or the desired outcomes. In other words, it is a measure of how well resources are utilized to produce output. Learning a foreign language, such as English is impacted by a number of circumstances, including time limits. The necessity to meet personal goals and educational objectives within a specific time frame of three years to get bachelor's degree presents a challenge for learners. Students often have academic duties to meet, such as presentations, assignments and language courses within a semester or academic year. Additionally, some EFL learners set their own goals such as obtaining a scholarship to study abroad, achieving academic excellence or meeting particular job requirements. Meanwhile, they find themselves confronted with other responsibilities like family commitments, side jobs, etc. After being faced with all these tasks, issues and goals, the EFL learner would suffer from the problem of time limitations and lack of time management skills. More precisely, this study focuses on determining the role of time management on EFL learners' productivity.

2. Research Aims

As EFL learners aim to experience effective language learning experiences, this research aims to shed light on the role of effective time management strategies on the productivity of the student, specifically EFL learners. Moreover, we aim at discovering

Whether learners who practice efficient time management strategies demonstrate better results.

3. Significance of the Study

The significance of this study originates from the fact that EFL learners aim to accomplish the desired results and enhance their productivity. The significance of this research stems from its potential to contribute insights to the field of language education, discover the role of time management, identify effective time management mechanisms and determine its importance in enhancing the learners' productivity. Moreover, this researchmay assist future studies that are related to one of its two variables: time management and EFL learners' productivity.

4. Research Questions

In any academic research, one or more research questions should be set to guide the whole endeavor. Hence, the following are the questions addressed in this dissertation:

1. DoEFLstudentsatMilaUniversityCenterconsidertimemanagementacontributing factor that enhances their productivity?
2. WhatkindoftimemanagementstrategiesdoEFLstudentsatMilauniversitycenteruse?
3. To what extent having good time management skills helps third year English students at Mila University Center to be productive?

5. Means of Research

In order to achieve the aforementioned aims and to answer the research questions, this study uses a student questionnaire to gather data. Administering questionnaires is a common research method that is utilized by researchers to collect data. Such a tool provides access to numerous information in a short time. The questionnaire is addressed to third year

EFL students at the Department of Foreign Languages, at the University Centre of Mila, Algeria. The participants consist of a sample of 50, representing a population of 200students.

6. Structure of the study

This dissertation consists of two main chapters, along with a general introduction and a general conclusion. The first chapter is divided into three sections that provide theoretical insights about the topic. Precisely, the first section is about time management, the second section tackles productivity and the third section entitled " Time management and students' productivity". Regarding the second chapter, it analyses data gathered from the students' questionnaire, presents the results and discusses them. It also volunteers a number of the study's implications and recommendations.

Chapter One: Literature Review

Introduction

Time represents a crucial aspect for university students and many of them struggle with the learning process because of the inefficient time management. It is a matter of fact that learners' time is limited and that effectively managing it is a challenge, not to say an obstacle, sometimes. Learning how to manage time better and mastering different time management techniques enables learners to make satisfactory academic progress. Those who master time management are more likely to achieve their goals and be more productive in their learning process.

Hence, the first chapter is divided into three sections. The first section defines time management, covers Covey's (1989) four generations of time management, principles of time management, time management techniques, time management behaviors, positive time attitudes and reasons for ineffective time management. It also explains the Pickle Jar theory (2002) of time management and emphasizes the importance of time management skills. The second section focuses on learners' productivity, the difference between productivity and academic performance and the factors that influence educational productivity. Finally, the third section states some previous studies that relate time management and learners' productivity.

Section One: Time Management

1.1 On The Concepts of Time and Time Management

Time is an abstract resource that is valuable and irreversible. Lakein(1973,p.11) contended that ''time is life''. It is irreversible and irreplaceable. To waste your time is to waste your life, but to master your time is to master your life and make the most of it.'' Any duration or indefinite extent during which an event, action, process or condition takes place,

occurs or continuous can be referred to as time. Billie and Irit (2003)referred to it as the crucial aspect of planning and regulation.

The ability to plan, organize, prioritize, schedule and estimate the amount of time needed to complete tasks in a more effective manner is known as time management. The concept of time management has been defined by many authors and scholars. According to Lakein (1973),it is mainly about identifying needs, setting goals and objectives to meet those needs, prioritizing the necessary tasks in terms of time and resources through scheduling, planning and list making. For Kaushar (2013), it is the ability to manage time effectively which includes establishing objectives and goals and using time management tools (such as creating a to do list and managing time in an organized manner). Sharing the same opinion, Barinua and Deinma (2022) claimed that the term time management refers to a variety of abilities and strategies that might assist someone in making the most of their available time effectively and complete assignments, projects and goals in the given time frame. Task prioritization, planning, scheduling, organizing and function delegation are only a few examples of the many time management strategies. To enhance one's time management strategies, it also involves observing and analyzing the amount of time spent on various tasks. Ismail et al (2022, p.83) argued that :''time management is the ability to manage various activities neatly in the balance of time and well planned without getting the schedules overlapping with other activities''. Odumeru (2013)added that the term means controlling time and Reconsidered it as a mainly aim at using time effectively when performing certain goal-directed activities. Badgeet al (2020)stated that time management is an intellectual skill that aids students in prioritizing their tasks and determine how much time they will need to finish them. This gives them an opportunity to complete what is needed and learn how to adhere to a schedule and use time effectively. Time management is making the most of the time to reach the goals and be as productive as possible. It deals with the administration of

work schedules that involves careful planning, organizing and execution in order to meet the goals and objectives. It is the practice of allocating time to tasks and activities based on necessity and requirement in order to use effectively, conserve and avoid wasting time (Zafarullahet al, 2016).

Overall, time management is a set of principles, practices, skills, tools and systems of organizing and planning students' time. In education, it is a process that aids students identifying their academic demands through the prioritization and planning of specific tasks that must be completed in order to meet predetermined goals.

1.1.1 Covey's Four Generations of Time Management

According to covey (1989), there are four generations in the development of time management. Each generation builds upon the one before it in the field of time management. These generations are as follows.

1.1.1.1The First Generation

Covey(1989)stated that this initial generation of time management is'' characterized by notes and check lists, an effort to give some semblance of recognition and inclusiveness to the many demands placed on our time and energy'' (p.206). That is to say, this first generation of time management focused on taking notes and using checklists with the purpose of identifying the time and energy demands placed on students. This initial generation of time management can be called the traditional way as it represents the earliest form of time.

1.1.1.2 The Second Generation

This generation is exemplified by managers such as students, future activities and events through the use of calendars and appointment books. Calendars are a great tool for

students to use to keep track of their many obligations and tasks as well as to help students visualize them. Covey (1989)claimed that: ''This wave reflects an attempt to look ahead, to schedule events and activities in the future ''(p.206).

1.1.1.3 The Third Generation

The field of time management today is reflected in the third generation. The key concepts of prioritization, value clarification, and evaluating the relative worth of various activities in light of their alignment with those values are added by this generation to those of the previous generations. Furthermore, its emphasis is on goal setting, time and effort in accordance with values. The notion of daily planning is encompassed as well, involving the creation of a detailed plan to achieve the objectives and tasks deemed most valuable (Covey, 1989).

1.1.1.4 The Fourth Generation

Utilizing the aforementioned tools, being proactive and efficient prioritizes significance over urgency and views roles and goals as the system is governing components (Covey, 1994, as cited in Zafarullahet al,2016). That is to say, being efficient and active should be a main concern for students. In other words, the focus of the students should be on the most important tasks such as preparing a presentation for tomorrow before moving to the less important such as writing an essay for next week Written Expression session.

1.1.2 Principals of Time Management

Time management principals are guidelines that help learners achieve personal and educational goals. By following these principals, individuals can make the most of their resources, leading to greater success in their educational and professional life.

1.1.2.1 Goal Setting

According to Doston (2016), goal setting as described in classroom education, is a powerful instructional tool that acts as a compass to guide students in their learning path. Goal setting gives education a direction and purpose by creating specific targets and outcomes. It helps students comprehend what they need to do, lays the groundwork for their academic development and pushes them to stay focused on their learning objectives. Goal planning in education hasan impact on motivation. In this regard, Shunk (2009)stated that although setting goals can enhance student motivation and academic performance, it is not sufficient to benefit students. When implemented effectively, goal setting has the capacity to improve learning outcomes positively. Henceforth, it gives learners long-term vision and short-term motivation.

1.1.2.2 Prioritization

Walsh (2008) contended that prioritizing tasks is a significant aspect of organizing and managing one's workload. Activities that significantly affect one's capacity to achieve goals are referred to as priorities, indicating the necessity of establishing the goals prior to setting the priorities. when formulating goals, it is important to take into consideration both immediate goals associated with work and long term - goals which involve social relationship and self development. When there is no enough time to finish everything, setting priorities becomes crucial. Although large tasks take more time to be completed, they should still be prioritized according to their importance. While small tasks can be finished quickly, they should also be prioritized based on their significance and connection to goals.Walsh (2008) stated that a person should go over his/her to do -list and decide the most important ones that require immediate attention. Some activities may not be very important and can wait; yet, there may be important assignments that must be put out first. One's can evaluate each work by using a priority grid, like the one made popular by Covey (1989).

1.1.2.3 Planning

Adu et al (2014) claimed that the process of planning is about organizing and defining goals and practical steps to achieve them, planning is about organizing time according to various activities to improve performance and complete tasks within set deadlines. Effective planning ensure that goals are achieved efficiently using available resources. Whether short term (daily, weakly,monthly) or long term, planning is an essential job schedules and to do- lists should guide how time should be spent productively, students striving for success must make good time management a habit. Richard (2003,as cited inAdu et al,2014) emphasized that the time we have is determined by how we use it. Understanding the link between time availability and utilization is the key and setting goals helps in prioritizing tasks and avoiding failure.

Tracy (2001)suggested that the mind is the most powerful tool the individual can use to overcome the trap of procrastination and increase productivity. Planning and thinking improve brain capacity stimulate creativity and give more energy. Although, acting without planning beforehead can result in failure, preparation is a crucial step for success. The ability to plan shows that the individual is fully competent, which makes it simpler to get things done, take on challenging jobs, and maintain motivation.

1.1.2.4 Organization

Ugwulashi(2011, as cited in Adu et al, 2014) stated that the stage of organization comes after planning. To be organized is to arrange all available resources in a way that will lead to success. Adu et al (2014) stated that the organization of tasks is the routine of setting up all scheduled operations. Gathering all necessary resources is the focus of this time management phase .It deals with gathering resources to make it easier to achieve

predetermined goals. In its most basic form, organizing time is allocating time to tasks based on people, places, or needs.

1.1.2.5 Responsibility

Adu et al (2014) suggested that accountability and responsibility are significant components of modern time management. One of the biggest challenges students face is recognizing that they have more control over their own schedules and ensuring that work is completed. The steps toward responsibility are as follows, being responsible for your own self, being responsible for your actions, taking ownership of what you have been given and having accountability to those in charge.

1.1.2.6 Self Discipline

Tracy (2001) suggested that self- discipline, self mastery and self control are fundamental components of strong character and high performance. The real measure of your resolve, strength, and character is to get started with a high- priority task and complete it from beginning to the end. Actually, persistence is just self- control in action. The more discipline one is in persisting with a major task, the grater self-respect and self- esteem generated. This self -appreciation helps more discipline and persistence. By focusing clearly on the most valuable task and concentrating single-mindedly until the most important activity is completed.

1.1.3Time Management Techniques

Time management relies on different effective techniques which are:

1.1.3.1The Pomodoro Technique

Dizon et al (2021, p.58)stated that: " One of time management strategies is referred to as pomodoro technique which can be beneficial in accomplishing tasks''. The pomodoro technique was developed by Francesco cirillo as a time management technique in the late 1980's.The techniqueusesatimertosplitworkinto25minutecyclesand separated them by brief breaks (Costales et al, 2021). Costales et al (2021,p.2) argued that :

> Since the pomodoro technique breaks down a task into smaller chunks, it will help you avoid overworking and make even the most difficult tasks bearable. The pomodoro technique establishes clear boundaries between work and rest, allowing us to complete tasks within a fixed amount of time.

Ismail et all (2022) believed that the pomodoro technique helps in increasing consciousness, maintaining motivation, strengthening the focus and concentration by removing distractions, resolve, supporting and stabilizing inspiration, enhancing work and study.

1.1.3.2The ABC Technique

The ABC method was developed by Alan Lakein in 1973. Mancini (2003,p.30)said that:"The ABC system is the grandfather of prioritizing strategies ". This means that when creating daily to- do lists. It is a common practice to prioritize tasks using the time management ABC technique. This technique divides tasks into A,B and C categories based on their priorities and objectives. The "A'' category contains crucial tasks that are urgent, significant, important and must be done. The "B'' category includes tasks and activities that need to be completed soon. These activities can be postponed, but not for a long time. Lastly, the "C'' category covers tasks that are neither urgent nor necessary, but would be good if they

are done. In other words, they are tasks that could be done after the precedent lists (Mancini, 2003).Furthermore, prioritizing the tasks that need to be done is a way to make better use of one's time. Lakein's ABC model is utilized as an effective method of tasks' prioritization.

Brunicardi and Hobson (1996) claimed that through the use of the ABC technique, each person actively learns how to take charge of their time and lives by concentrating on what is deemed to be genuinely significant. A person creates a list of goals and those activities that they believe should be accomplished by concentrating on evaluating their own priorities. The ABC technique is a quick way to remind oneself of the priorities for the day, week or month as well as a list of what is being carried out.

1.1.3.3 Covey's Time Management Matrix Technique

Covey (1989)suggested that prioritizing important tasks is the key to successful management. He divided goals and activities into four quadrants based on their importance and urgency. These four quadrants can be explained in the following table:

/	Urgent	Not urgent
Important	Quadrant I	QuadrantII
Not important	QuadrantIII	QuadrantIV

Table1.1.*Covey'sTimeManagement Matrix*

Covey (1989) called the activities in quadrant I "crisis" or "problems'' because these activities lead to stress. He claimed that the core of efficient personal management is located in quadrant II in which things that are not urgent but important are covered. For quadrants III and IV whether they are urgent or not, effective people avoid them because they are unimportant.

1.1.3.4 Natural Laws Technique

Franklins's principles serve as the foundation for the natural laws technique. According to Brunicardi and Hobson (1996), this planning technique makes use of time records to plan and to do what should be done. This includes long term plans, intermediate plans and daily tasks plans to reach intended results in the future. In other words, it supports the use of daily planners to record goals and objectives.

1.1.3.5Getting Things Done

Getting things done (henceforth, GTD) is a time management technique. It was developed by Allen David in 2001. Heylighen and Vidal (2001,p.4) stated that: " GTD is a simple and flexible method for managing your day to day tasks or activities, so as to maximize personal productivity''. According to them, the goal of implementing GTD is to be able to work at high level in a relaxed way. Its aim is to reduce stress and anxiety while increasing productivity in the sense of increasing the amount of useful tasks performed. In a very short period of time, the technique has gained popularity. The method consists of five steps. First of all, no matter the topic level of significance or urgency, the first step is to gather and collect everything that is unfinished but must be captured. Then, processing and organizing the activities. Asking questions about each item and what needs to be done to complete it will be helpful to process. The forth step is reviewing. It is important to review the work so the individual is reminded of what needs to be done because gaining a sense of control over the tasks that need to be completed in the upcoming time frame is crucial. The final step is doing.

| Collect | → | Process | → | Organize | → | Review | → | Do |
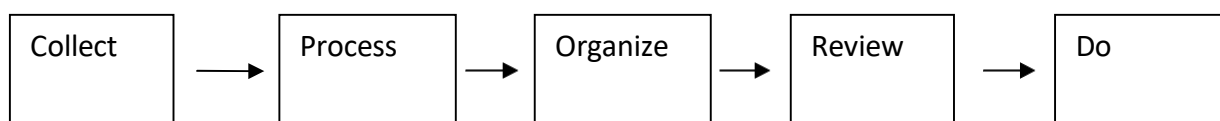
Figure1.1.Stepsof GTD Technique

1.1.3.6 ALPEN Method

According to Jinalee and Singh (2018), one of the easy and efficient time management the techniques is the ALPEN method. It is a technique for organizing daily and weekly activities by dividing the difficult ones into segments. The following steps should be taken into consideration in order to apply the ALPEN method:

1 -A:Activities: The first thing that needs to be done is to make a list of all the appointments, chores and activities for the day or the week. It is possible to code similarly jobs and arrange related tasks together. It is important to confirm that every activity is listed. Classifying the tasks is made easier by making a note of every task.

2 - L: Length Estimation: Each task's duration should be estimated and an attempt shouldbe made to allow more time for significant tasks.

3 - P: Planning Ahead: Generally speaking, 60 percent of the time allotted should be used to finish the scheduled tasks and activities. The remaining 40 percent of the time ought to be saved for unforeseen events. Recreational activities are permitted to occupy this 40 percent of the allotted time. One can reduce stress by adhering to the 60/40 rule. Planning can be done using the 80/20 rule if one's typical day is predictable and there are typically fewer or no emergencies.

4 - E:Establishing Priorities: The following stage is to assign action and prioritize tasks after completing the first three ones. Setting priorities enables one to concentrate on the most crucial things.

5- N:Next day: Monitoring the amount of development achieved thus far is a crucial consideration. It is necessary to confirm activities that have been performed and, if at all possible, move any incomplete tasks to the top of the next schedule. Upon completion of the

tasks, it is important to verify whether all of the goals were achieved and whether the time allotted for them was met. Gaining insight into the results will enhance fore casting and future planning capacity.
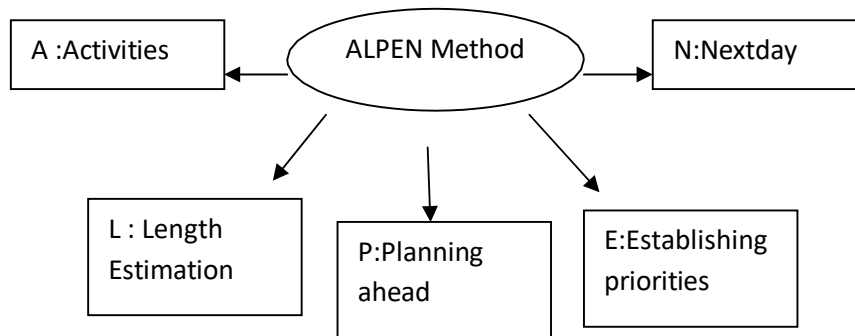
Figure1.2.StepsoftheALPEN method of time management

1.1.3.7 Pickle Jar Theory

Nzewi et al (2016)claimed that a good time management system is necessary to balance individual's obligations and activities. The pickle jar theory was developed by Jeremy Wright in 2002. According to the theory, everything requires the same amount of time and everything fits well in its proper place. This concept is based on the idea that individuals' lives are dominated by a number of major goals including their schooling, jobs, hobbies, family obligations, sleep and rest. It is theorized that the key to improve performance is effective time management.

According to Jinalee and Singh (2018), the pickle jar is a metaphor for our lives. Each of the rocks, pebbles and sand in the jar has a symbolic meaning. The significant assignment that must be completed on time is symbolized by the rocks. The everyday tasks of average importance are represented by the pebbles that should be added

after the rocks. For the unimportant duties and tasks, they are symbolized by the sand. In addition to the sand, Chansaengsee (2017) suggested also water.

Idowu and Bamire interpreted the theory in four main points:

1- Time is represented by the empty space in the pickle jar.

2- The significant tasks are symbolized by the rocks in the jar. They occupy more space. As such, achieving these important objectives will take a great deal of time and effort. It is necessary to set aside distractions in order to concentrate on finishing the larger activity as soon as possible to free up more time for the smaller task.

3- The pebbles stand for less significant duties such as hobbies which are simple to prioritize.

4- The sand stand in for insignificant tasks and leisure pursuits. To prevent wasting time, they should be carried out after completing more significant and less vital tasks.

According to the pickle jar theory, if the individual (the student) prioritize completing the critical daily duties first, there will be extra time left over for less crucial work. However, prioritizing less crucial tasks will not leave time for finishing the day's main responsibilities.

1.1.4 Time Management Bahaviours

Claessenset al(2007)defined time management as behaviours. These bahaviours are: time assessment behaviours, planning behaviours and monitoring behaviours.

1.1.4.1Time Assessment Behaviours

Claessens et al (2007,p.262) argued that these bahaviours "Help to accept tasks and responsibilities that fit within the limit of one's capabilities". This means that these behaviours focus on raising student's understanding and awareness of time use.

1.1.4.2 Planning Behaviours

Planning behaviours encompass selecting objectives and sub goals, ranking the objectives, creating tasks and subtasks from the objectives, ranking the tasks,putting the tasks on"to - do'' lists, planning the tasks and finally completing the tasks (Britton &Tesser, 1991)which seek to utilize time efficiently (Claessens et al, 2007).

1.1.4.2Monitoring Behaviours

By monitoring behaviours is meant how one spends the time while engaging intasks, creating a feedback loop that limits the impact of outside interruptions (Zijlstra et al, 1999) .

It will be beneficial and meaningful to implement these behaviours by the students. They can schedule their time so that they may complete all assignments in a reasonable amount of time. They also carry out plans and regularly monitor how much time is being used for reaching the desired results.

1.1.5 Positive Time Attitudes

1.1.5.1 Planning and Scheduling

Merrick (2020) stated that having a plan is important to avoid distractions driven on by emotional impulses. Establishing detailed schedules and timetables to direct one's efforts can make a students' day more purposeful and productive. Henceforth, setting up a detailed plan and timelines to guide and inspire actions can lead to increased productivity and a sense of purpose throughout the day. Defining goals then organize them in a to- do list or schedule help staying focus. Regardless of the current mood, the learner should always start his/ her routine by deciding what he/she desires to accomplish. This helps overcome emotional barriers, ensure that stay focused on the goals, and develop self control and sense of purpose that prove the way for overcoming distractions.

1.1.5.2 Reduce Distractions

Merrick (2020) expounded that distractions can easily lead to procrastination and focus loss even the tiniest ones can lead to that. Eliminate distractions from the work place can maximize efficiency. Minimizing using phone mobile, staying away from listening to music, and the use of social media during work hours can increase productivity and prevent time wasting that occurs as result of these distractions.

1.1.5.3Use of Technology

Even though technology have its short comings, it has many advantages. Concerning time management, Merrick (2020) stated that technology has various benefits such as time management applications, schedules, calendars, and diaries on the devices which enhance workflow productivity and lower anxiety, especially the access to these tools does not require advanced time management skills. Setting up a daily calendar and reminders for important appointments on the mobile phone to make most of the time can improve performance and enhance productivity.

1.1.5.4 Maintaining Focus and Motivation

In order to maintain focus and motivation and match goals with one's interests, Merrick (2020) suggested that individuals are more likely to be committed to work if they find their objectives enjoyable. The reason behind not being interested about objectives could be the lack of personal care about them. Setting goals that have personal importance, eliminating distractions, having a partner, can help improve motivation and keep the person focused on achieving aspirations. Among the simple strategies for maintaining motivation are the following:

- Make sure that the objectives and goals you set are for you, and not based on fulfilling the expectations of others or following set targets.

- Give your physical and mental health priority because being confident in yourself can improve your drive. Make sure you get enough sleep, eat a healthy food, and make time for exercise each day and make this your life style.

- Take breaks to avoid tiredness and help stay focused, this will help you stay focused and productive.

- Start with unpleasant tasks first, this will increase motivation because of you have completed difficult chores first.

- State a deadlines for yourself. You should set timelines for your daily tasks and objectives. This will decease overspending of time on assignments.

1.1.5.5 Avoid Procrastination by Developing Psychological Tricks

Merrick(2020) suggested some psychological tricks to overcome procrastination. These tricks are listed below:

-Individuals prone to procrastinate ought to be aware that hesitation grows with quantity of time they spend thinking about task. The way to overcome this is to use the five-second rule, which is to start counting down five to begin. This method prevents the learner from thinking at any excuse.

- Some students prefer to work under pressure, they put tasks to the last minute. Therefore, it's better to award oneself, or find a friend to accomplish an activity with. This will help the learner to avoid procrastination.

-Fear is the major cause of procrastination. Starting small is the perfect way to overcome apathy, divide tasks into manageable sections and work until it is completed. The first step is always hard but the confidence and motivation will always grow when the student go. Establishing a plan of action that starts with small steps. This will help handling tasks more easily and will prevent from not doing anything.

1.1.6 Reasons for Ineffective Time Management

1.1.6.1 Procrastination

Merrick (2020) explained that procrastination is putting off tasks or decisions. It involves intentionally delaying working on something or making a difficult decision. Essentially, when the student procrastinate, he or she is simply postponing the inevitable because sooner or later he or she will have to do it.

Mainly procrastination is an act of postponing chores or decisions. Usually, it comes from the desire to avoid difficult, exhausting, challenging, or unpleasant activities. Delaying work may bring a temporary feeling of comfort to the individual. However, this avoidance strategy could help on the short term, but in the long run it might result in more anxiety, stress, discomfort, less productivity, and missed opportunities.

Vargas (2017) stated that:"Procrastination is defined as the tendency to delay the performance of tasks that have a deadline date" (p.103).Procrastination is tendency or practice of delaying or putting off tasks that have set deadlines. To put it simply, procrastination is the practice of delaying the starting or the completion of work that needs to be done within specific amount of time. It can be caused by various factors and it can result in decreasing productivity.

Many students have a hidden belief or understanding about the reasons behind their procrastination. Burk and Yuen (1998, as cited in Senecal et al,1955) suggested that individuals who are seriously struggling with procrastination often attribute their challenges to personal flaws such as: being disorganized person, undisciplined, being lazy, or not knowing how to manage time. Referring to their consulting experience with people who procrastinate, Burka and Yuen (1982,ascited in Senecal et al, 1955,p.608) refused self-blaming explanations and suggested that: "Procrastination is not only a bad habit but a way of expressing internal conflict and projecting a vulnerable sense of low self-esteem". A research about academic procrastination suggests that procrastination is more than a problem of poor time management skills or laziness; rather, it is a motivational problem. Solomon and Rothblum(1984, as cited in Senecal et al, 1955) claimed that many students affirmed that there are multiple reasons for procrastination, but most reasons were related to fear of failure, such as, lack of confidence, perfectionism, and performance anxiety. The research indicates that student who procrastinate tend to have higher levels of anxiety and depression and lower self-esteem. These psychological aspects are reflecting fear of failure. In addition to fear of failure, other motivational factors may contribute to the problem of academic procrastination. Recent research suggests that students' behaviour regulation strategies can have a powerful effect on academic outcomes, including curiosity, persistence, learning, performance, and self-esteem (Vallerand et al, 1992 as cited inSenecal et al, 1955).

1.1.6.2 Social Media

Augstian et al (2023) believed that too much use of social media may result in distractions and loss of focus, mainly when it gets in the way of study time. Scrolling all day long through feeds, chatting online, receiving notifications can all influence the learning process and productive study time.

1.1.6.3 Stress and Burnout

Merrick (2020) suggested that some people function well under pressure and relate their productivity to the pressure of the approaching deadlines. Although, some people feel motivated in high- pressure circumstances, others become stressed and less productive in the same circumstances. Procrastination can contribute to causing chronic stress due to time pressure and coming deadlines. This can affect students physical and mental health negatively. Constant high stress levels may lead them to feel tired and being unproductive which means leaving tasks unfinished and wasting time.

1.1.6.4Lack of Motivation

According to Merrick (2020), burnout can lead to lack of motivation which causes students to lose the excitement and interest to do activities and work that once used to give the feeling of fulfillment and satisfaction. Students who lack motivation and experience burnout and emotional tiredness may find themselves postponing and avoiding tasks which can lead to apathy and lack of passion and this might cause time to squander.

1.1.6.5 Perfectionism

Perfectionism can lead to time loss by focusing on details and neglecting productivity. Merrick (2020) stated that perfectionists try to make every aspect of their work perfect and flawless rather than completing tasks. They are waiting for the right circumstances to happen before taking action, expecting every detail to come into perfect harmony before starting to work. Having this personality trait results in missing chances and postponing actions in attempt for the perfect circumstances to come together. The perfectionist personality can cause delay in meeting deadlines. Furthermore, they may constantly become perpetually behind schedule owing their obsession with perfection which can reduce productivity. Fear of failure is related to perfectionism, when students fear to fail

this make avoiding mistakes a priority over finishing activities. This leads perfectionists to procrastinate, make excuses, be unproductive, waste time, effort and turns their dreams into unfulfilled goals.

1.1.6.6 Multitasking

Multi-tasking is a trap as it seems like getting things easily done in short period of time. Merrick (2020) stated that multi-tasking is not a good way to enhance productivity and win time. In contrast, it will lead to decrease both efficiency and productivity. Students' attention become divided while trying to handle multiple tasks, projects, and responsibilities simultaneously. Recent studies have found that multi-tasking decreases brain output, furthermore, making decisions becomes hard and reduces concentration.

1.1.7 The Importance of Time Management Skills

The most irreplaceable and vital asset for achieving success is time. It stands as the most precious possession in one's arsenal. Once lost, it cannot be retrieved or saved. Time underpins every task and endeavor. The more effectively it is utilized, the greater the accomplishments and rewards one can attain (Tracy, 2013).Students who have experienced the pitfalls of last-minute cramming understand the significance of time management despite their prior struggles with organization and solely reliance on cramming. Instead, they learn to optimize their remaining time effectively by prioritizing study materials based on their importance through time blocking.

Time is a valuable asset in today's society. Students who effectively control it often achieve greater success. Therefore, acquiring competencies such as goal establishment, prioritization, scheduling, coping mechanisms, learning techniques, note-taking, and stress handling can enable students to efficiently manage their time(Morgenstren,2000).That is to

say, enhancing these skills is crucial to prevent feeling overwhelmed by academic responsibilities. Failing to do so could lead to difficulties in prioritizing tasks and relying on last-minute studying to meet deadlines. Instead of approaching their workload with careful planning, students might fall into a pattern of procrastination, resulting in unnecessary stress and hurried work (Covey, 2009).Students frequently encounter the struggle of juggling multiple obligations, such as rigorous class timetables. Consequently, consistent study habits can often be neglected, resulting in overwhelming sensations and a dependence on eleventh-hour cramming sessions to address conflicting commitments. The amalgamation of academic performance expectations and the incessant need for time and focus fosters a situation where cramming appears to be the sole feasible solution. Nevertheless, this method not only diminishes the efficacy of their educational endeavors but also perpetuates a cycle of stress and fatigue.

Section Two: Students' Productivity

1.2.1 Definition of Students' Productivity

The term productivity is used in several contexts including economic and many technical fields. Hence, it needs to be clearly defined. In the teaching learning context, Hanuskek and Ettema (2017) claimed that " when education discussions turn to productivity, however, there is often confusion about both how to define productivity and how to interpret productivity changes over time" (p. 165). That is to say, there is a misunderstanding about both what productivity is and how it develops over time. According to Aporbo (2023), academic productivity does not refer to the total amount of learning; rather, it refers to the productive, efficient and effective study habits and practices that optimize learning both inside and outside of the classroom.

Pfisteret al. (2021, pp. 8-9)defined students' productivity as :

Students' performance, measured by the time invested in lectures, research, group work and learning for subjects of the enrolled study program as well as participation in class is defined as input. The output results from the knowledge that the student has acquired as result, measured by the grades.

To expound on this definition, boosting productivity can be achieved through a constant input received by students during their study time (at home, in class, in the library, etc) for their studies crowned by better results and less time required for that.

Drawing on the above explanations of the term productivity in education, we formulated the following definition to be adopted in this research to meet its purposes. Hence, in this dissertation productivity covers the amount of study materials covered by students, the effectiveness of study sessions (less time to obtain optimal examination marks. Therefore, it

needs to be measured. Let it be stressed that its measurement is not the aim of this research endeavor; yet, the sample is asked to measure its productivity in learning; therefore, the four dimensions that appear in the adopted definition are the ones found in the students' questionnaire. Put explicitly, they are: the amount of study materials covered, the effectiveness of your study sessions, the quality of your learning outcomes, and the performance during classes.

In fact, when considering productivity for EFL learners, it definitely involves the effective use of English across various dimensions of linguistic competence (vocabulary use, grammar proficiency, pronunciation); communicative competence(fluency, coherence and cohesion, pragmatic skills); productive skills (speaking and writing); and interactive competence like listening and responding, and the collaborative skills which entail group work and discussions. However, because of the complexity and length of these constructs and the scope and time limitations of this study, we opted for the above definition of productivity and discarded these areas.

1.2.2 Difference Between Students' Productivity and Academic Performance

According to Adediwura and Tayo (2007) academic performance can be described as the demonstration of knowledge acquired or abilities improved in subjects based on test and examination results or ratings given by teachers. It could also be defined as any phrase that is used to convey the academic standing of students. For Narad and Abdullah (2016), academic performance is the focal point of the entire educational system. Any educational institution's success or failure is determined by how well its pupils do academically which means their academic performance. It is defined as the knowledge acquired and indicated by the students' marks. In the context of education, it refers to the learning objective that a

student is trying to accomplish throughout a predetermined time frame and it is evaluated through exams or ongoing assessments.

1.2.3 Factors Influencing Educational Productivity

1.2.4 Aporbo's(2023)Classification

1.2.4.1Classroom Management. The practice of teachers operating in a way and carrying out tasks that are typically intended to promote student cooperation and consideration is known as classroom management. Effective classroom management practices are important because they enhance teaching effectiveness, student learning and overall students' academic productivity.

1.2.4.2 Student-Teacher Interactions. Good relationships between teachers and students result in more positive teacher attitudes and students' successful academic performance. Effective, personalized attention, constructive feedback, etc can create a strong student-teacher relationships.

1.2.4.3 **Social- Behavioral Attributes.** The students social behaviours are communication, group work, cooperative learning. These behaviours can enhance learners academic productivity.

1.2.4.4 **Motivational- Effective Attributes.** The students' performance and results can be greatly impacted by their level of motivation. Therefore, it is important for parents and teachers to understand the factors that effect students' motivation.

*1.2.4.***5 Parental Support.** Students who receive parental support at home acquire the mindset, motivation and self control that they need to succeed in school. Disinterested parents can support school failure.

1.2.5 Kapur's(2018) Classification

On his part Kapur(2018) listed five dimensions along which students productivity can be improved. These dimensions are:

***1.2.5.1 School* Resources.** According to Maina(2010, as cited in kapur,2018), it is crucial for schools to offer resources such as, technology, learning materials, library facilities, textbooks, hand-outs, laboratory supplies, to improve and aid students' academic performance. Providing the necessary tools and equipments is significant for learners to improve their comprehension of academic concepts and practical skills, especially those from disadvantaged backgrounds. When students are struggling financially, access to library facilities and peer support becomes necessary and helpful to their learning.

***1.2.5.2* Development of Study Skills.** Kapur(2018) stated that students' academic performance can enhance through the improvement of study skills. In order to achieve intended learning outcomes, students have to become aware of their own study strategies. These abilities involve skills like taking notes, memorizing materials, writing essays and articles, performing mathematical computations, and being more concentrated.

***1.2.5.3* Time Management.** Kapur(2018) suggested that students need to learn how to manage their time effectively as they have duties and many activities in their daily life. Studies have shown that their routines typically involve going to class, finishing homework, playing sports and participating in extracurricular activities. Students can increase their productivity and accomplish their scholastic and personal goals by balancing responsibilities and managing their time well. Play and creative activities help students improve their focus as well cognitive abilities. Time management is a significant skill for learners to manage their busy schedules successfully.

***1.2.5.4* Large Number of Learners per Classroom.** Maganga (2016, as cited in kapur, 2018) stated that a large number of students in one classroom leads to what known as classroom conjunction. This represents a drawback in enhancing academic productivity. Teachers face difficulties in providing personalized attention to learners, thus impact student academic progress.

***1.2.5.6* Physical and Psychological Health Factors.** Srinivas and Venkatkrishnan(2016,as cited inKapur, 2018) stated that it is important for learners to prioritize their physical and psychological health in order to achieve successful academic results. Maintaining a good health enables individuals to participate actively in learning process and make valuable contribution. Depression, stress, trauma, anxiety, fear and health difficulties can all hinder academic success. Students need to approach their classroom activities and home works with positive attitudes for reaching a high productivity level. Eating healthy food, participating in extracurricular activities, being calm can lead to excellent physiological and psychological health, eventually boosting academic performance.

1.2.16.1 Walberg's(1992)Classification

Walberg (1992) sheds light on three factors that contribute to ameliorating learners' productivity which are:

***1.2.16.2* Student Aptitude.** Student aptitude implies his or her self perception or motivation as demonstrated by personality tests or the students' willingness to put efforts to complete assignments. Student aptitude can also entail the ability or past performance as determined by the standard achievement exams. However, this is the meaning that sought in our context.

1.2.6.3 **Instruction.** This means The duration of time students spend learning which means the quantity of instruction. Walberg (1992) explained this factor by an example of the French children and American children. He stated that the exposure to spoken French helps French youngsters acquire the language which they practice with their families and other social collectives. However, due to their limited exposure to the language even in a few years of official education, American children rarely grasp French. Because of this, the majority of American kids would perform extremely low on accomplishment exams and receive a standard French intellect score of mentally retarded. The key idea is that learning content is determined by exposure to it whether in formal education settings or in every day social interactions. Furthermore, the term instruction, for Walberg(1992) covers also the curriculum and the content to be learned.

1.2.6.5 Psychological Environments. Home environment or also called "the curriculum of the home" by Walberg(1992) is mainly about having educated talks between parents and children, discussing leisure reading, showing love and concern for the child's intellectual and personal development, etc. These can increase the learners' educational stimulation and support. Indeed, Home members must communicate with each other in agood manner also avoid conflicts and build a strong relationship and maintaining a harmonious atmosphere.

The previous mentioned factors are essential for learning. A learner can not learn much without a reasonable amount of each. For instance, an extensive amount of instruction and high abilities level could not matter much if learners are not motivated or receive improper education.

1.3 Section Three : Time Management and Productivity

Many researchers in the field of education were interested in conducting empirical studies on the role of time management on students' productivity. This section contains studies that combine the two variables.

Alsalem et al (2017) reported that many students struggled with time management prior to attending college because they had no obstacles or problems throughout their time in high school but once they started college everything changed drastically. The responsibilities of being a college student are greater than they faced in high school. Alsalem et al (2017) conducted are search to as certain how students' academic performance and time management abilities related to one another. The results of the study revealed that learners who practice time management skills demonstrated improved academic performance.

A recent study was conducted by Alih and Alvarez (2021) to find out the results of procrastination which is one of the factors of the ineffective time management on learning productivity. The study was observational in Mindanao State University Sulu-Senior High School Department Campus. The likert scale was employed in this study to enrage the respondents' degree of agreement with a variety of statements about certain beliefs and attitudes. According to the findings, the majority of respondents felt that procrastination put pressure on their learning productivity because it prevented them from thinking about the tasks at hand appropriately. In light of modular learning, parental encouragement, direction advice would be quite helpful in spurring learners to complete their assignments. Alih and Alvarez (2021) declared that to address the issue of procrastination, teachers must commence a seminar on time management.

Hamzah et al (2014) claimed that university students are putting in a lot of effort to get the best scores. In the example of Public Universities in Malaysia, students are expected

to enroll in six to seven subjects for a total of 14 weeks each semester, omitting weeks for revision and exams which creates a very demanding time table. Therefore, time management is one of the most important aspects that will directly affect academic performance of the student which means academic productivity. The ability to properly manage a busy schedule can be beneficial for university students.

Adebayo (2015) stated that the goal of time management is to enhance the life quality by maximizing the use of the time through a collection of interconnected behaviours. Students do not make the most efficient use of their time in order to achieve their objectives. Thus, Adebayo (2015) led a study in an attempt to verify the influence of time management on the academic performance of students in Nigeria's higher education institutions. According to the findings, in relation to effective time management, prioritization, planning and procrastination were the most common indices that affected the students academic performance. To ensure that their academic performance is at the highest possible level, it was highly recommended that students should be mindful of the time they spend on their academic tasks.

These are just a few examples of the numerous empirical studies conducted on students' time management. They all ended with one main conclusion: good time management leads to boosted productivity. Certainly, such works have significant contributions in the field of education.

Conclusion

To conclude, this chapter presented literature review on the concepts of time management, productivity and the studies that bring them together.

The first section provided definitions, Covey's four generations, principles, techniques, behaviours of time management. Additionally, pickle jar theory, positive time attitudes, reasons for ineffective time management and lastly the importance of time management are included. The second section provided definition of students' productivity, difference between students' productivity and academic performance and factors influencing educational productivity. Finally, the last section related time management and productivity by stating some previous studies.

Chapter Two: Students' Perceptions of the Role of Time Management on Their

Productivity

Introduction

The preceding chapter focused on the literature review of the topic being studied which is "the role of time management on students' productivity"; in contrast, this one shifts its emphasis to the practical part of the dissertation. The purpose of this chapter is to provide an overview of the fieldwork that was done in order to collect the data required to address the research questions and achieve the study's main goals. This chapter restates the most significant aspects including the prime aims of the study, the sample and the data collection tools. Additionally, it focuses on presenting, describing, analyzing the students' questionnaire and discussing the findings in detail.

2.1 Research Aims

As EFL learners aim to experience effective language learning experiences, this research aims to shed light on the role of effective time management strategies on the productivity of EFL learners. Moreover, we aim at discovering whether learners who practice efficient time management strategies demonstrate better results.

2.2 Sample and Population

The present work was conducted at Abdelhafid Boussouf University Centre of Mila, the Institute of Letters and Foreign Languages, the Department of Foreign Languages. The targeted population was third year LMD students of English who are affiliated with this Department.

The reason behind choosing this particular sample of students is that third year EFL learners are at a very important stage of their academic career. Normally they already have developed a deeper understanding of academic expectations and are more adept at managing their time. Their maturity and the experience they gained during the previous years make them ideal candidates for exploring the intersection between time management and productivity in meaningful way. Furthermore, by concentrating on EFL students in particular, this study can discover the ways in which time management techniques are specific to this group and how it affects their language learning. Out of a population that consists of 200 students, 50 students were randomly selected as representatives of the entire population.

2.3 Data Collection Tools

For the data collection process, one questionnaire comprising fourteen close-ended and open-ended questions was distributed to the students. They were asked to provide their opinions and perspectives concerning the role of time management on student's productivity.

2.4 The Students' Questionnaire

2.4.1 Description of the Students' Questionnaire

The questionnaire is divided into four sections made up of fourteen questions. It comprises closed-ended questions with multiple choices, allowing respondents to select multiple options as needed. Additionally, open-ended questions are included to enable participants to freely express their thoughts and ideas without constraints. Participants are assured that their responses are only used for research purposes, emphasizing the importance of their contributions to the study. Respondents are informed that their answers remain

completely anonymous which create an atmosphere that encourages an open and unreserved expression of ideas.

The first section of the questionnaire is entitled "General Information". It contains two multiple-choice questions. They aimed at gathering certain personal data which are The duration of the students' experiences in learning EFL and their self-perception of their English proficiency level.

The second section, "Time Management", comprises five questions focusing on learners' time management. The purpose of the first question is to gather information about the respondents' experiences with time management i.e. to determine whether students face difficulty in managing time or not. The second question is meant to discover the reasons of ineffective time management. That is to say, it seeks to identify the underlying causes contributing to poor time management. The opportunity to provide other reasons is given to the students. The third question concerns whether or not students have utilized any time management strategies in the previous three years of their academic career. Subsequently, the fourth question deals with the specific time management strategies employed by students, focusing on which strategies they have used from the mentioned ones. In other words, the question is structured to determine which strategies the students have applied if they have used them. The fifth question requires students to provide their perceptions of time management strategies: necessary, optional, or unnecessary, aiming to understand their views on the importance of these strategies and their justifications.

The third section of the questionnaire titled "Productivity". It consists of three questions that seek to highlight the second variable of this study which is productivity. Firstly, students are asked to evaluate their productivity in learning EFL. The question offers several options for assessing productivity including: material coverage, effectiveness of study

sessions, learning outcomes' quality and class performance. This question suggests that productivity can be assessed based on individual goals and priorities, with students having the opportunity to suggest additional evaluation options that are not listed. In the next question, students are asked to rate their productivity level on a scale of four options: very high, high, moderate or low, aiming to explore their productivity levels. The final question addresses the factorsthathavethegreatestimpactonproductivityinlearning.Specifically, three factors are mentioned: lack of time management strategies, clear study goals and motivation. The question suggests that these factors are important for students. The question also implies that there may be other factors that affect productivity in learning and invites the participants to consider what these might be.

The last section of the questionnaire is entitled ''the role of time management on the learner's productivity''. It is made up of three questions that examine the students' perceptions about the study under investigation. To begin with, question number eleven which is a multiple-choice question, asks students whether acquiring and using time management strategies are essential for achieving academic success. It also encourages the respondents to provide an explanation for their answers. This can provide additional insights into their perspectives on the role of time management strategies on their productivity. Then, the twelfth question asks the learners whether their language learning has improved due to better time management practices. The objective of this question is to determine if the students' language learning journey has benefited from improved time management practices. Bringing the fourth section to a close, the thirteenth question strengthens the previous question. It is designed to evaluate the students' opinions and make them express their views on the importance and significance of having a structured schedule for language learning and its effect on their overall productivity. Lastly, the fourteenth question is designed to invite the

students to share any suggestions or recommendations they may have regarding the topic at hand.

2.4.2 Administration of the Students' Questionnaire

The administration of the questionnaire to third year students was on 12 March 2024. The questionnaires were distributed to the students in hard copy format inside their classrooms. The purpose behind preferring the administration in hard copy format not electronic was to avoid the issue of the unavailability of internet access for some students and not to waste the time waiting for the answers.

2.4.3Analysis of the Students' Questionnaire

Section One : General Information.

Q1:How long have you been learning English as a Foreign Language?

Table 2.1. *Duration of Time Spent Learning English*

Option	Number	Percentage
10years	25	50%
Lessthan10years	15	30%
Morethan10years	10	20%
Total	50	100%

This question is designed to find out how long learners have studied English. In terms of statistical analysis, the data show that 30% ofthe participants choose the first option, suggesting that the third of the sample have been learning English for fewer than ten years. Additionally, 50% of the learners studied English for ten years. Only 20% of the participants selected the last choice which indicates that few students have been learning English for more than ten years. The results reveal a wide range of English language learning durations between the participants, expressing varying levels of experience and proficiency in the language. This gives researchers an overview about what the sample has been through and helps them discover more about their abilities, experiences and commitment to learning the language.

Q2:How do you perceive your level in English?

Table 2.2.*Students' Level in English*

Option	Number	Percentage
Good	40	80%
Average	9	18%
Excellent	1	2%
Poor	0	0%
Total	50	100%

The question concerning participants' self- perceptions of their English proficiency levels shows that most of the students, accounting for 80% perceived themselves to be at a good level of proficiency. Only 2% of them considered themselves excellent while 18% of the participants rated themselves as average and non of the participants perceived their level as poor. The results reveal that most of the students in the sample view their English

proficiency level positively. The significance of this question manifested in knowing whether having a high English proficiency levels impacts better time management and productivity where as lower levels may pose challenges.

Section Two: Time Management.

Q3:Have you ever experienced difficulty managing your time effectively when preparing for an exam or an assignment?

Table2.3.*Time Management Challenges in Exam and Assignment Preparation*

Option	Number	Percentage
Yes	38	76%
No	12	24%
Total	50	100%

This question intends to understand whether participants face challenges or difficulties managing their time when preparing for an assignment or an exam. The majority of the respondents (76%)answered with yes; yet 24% of the learners responded with no. These results indicate that only a minority of learners do not struggle with managing their time. This implies that time management is a widespread issue among the majority of EFL learners.

Q4:If yes, what were the reasons of the ineffective time management?

Table 2.4. *Reasons for Ineffective Time Management*

Option	Number	Percentage
The overuse of social media	19	38%
Stress	17	34%
Procrastination	16	32%
Multitasking	8	16%
Health issues	4	8%
Family obligations	3	6%

This question aims to clarify the most common factors of ineffective time management for EFL students. It was designed to accept multiple answers. The results show that procrastination was selected by 32% of the students the fact that indicates that a significant portion of students struggles with procrastination. Multitasking was selected by 16% of the sample. Besides, the overuse of social media was chosen by 38% of the participantswhile34%ofthemoptedforstress.Thismeansthattheleast chosen reasons are family obligations (6%) and health issues (8%). Hence; procrastination, overuse of social media, stress and multitasking are indentified as the common reasons for ineffective time management among our respondents.

Q5:During your previous three years as a university student, did you use anytime management strategy?

Table2.5.*Time Management Strategies Usage Among University Students Over Three Years*

Option	Number	Percentage
Yes	35	70%
No	15	30%
Total	50	100%

The purpose of this question is to understand whether students used any time management strategies during their university career. The analysis of data reveals that 70% of the participants answered " Yes" to using time management strategies during the three years as university students, while 30% of them answered " No", this indicates that the majority of the learners have used time management strategies to help organize and prioritize their academic responsibilities.

Q6:If yes which one of the following strategy(s) have you used?

Table2.6.*Time Management Strategies Utilized by University Students*

Option	Number	Percentage
Setting priorities	16	32%
Using a timer	9	18%
Set short-term and long-term goals	8	16%
Using a journal or a Calendar	6	12%
Using time management applications	6	12%

Question six was designed to accept multiple answers, allowing respondents to select all the time management strategies they have used. The significance of this question lies in understanding the various strategies EFL learners use in order to manage their time effectively. As shown in table six, the results indicates that32%of the respondents selected the option of setting priorities, 16% of them chose setting short- term and long - term goals and 18% of them opted for utilizing a timer. Using a journal or a calendar and utilizing time management applications are two strategies that were ticked by 12% of the sample each. Furthermore, the respondents were invited to indicate any time management strategy other than those mentioned above. Here, they suggested that they use strategies such as notebooks and phones' note- taking apps to create daily to - do lists and schedule the modules to be studied for each day. Some of them recommended the forest app to help managing time. Others break down tasks into smaller manageable chunks while some of the participants take regular breaks to maintain focus and sustain productivity.

Q7:Do you consider time management strategies necessary, optional, unnecessary?

Table 2.7. *Perceived Importance of Time Management Strategies*

Option	Number	Percentage
Necessary	**32**	**64%**
Optional	**18**	**36%**
Unnecessary	**0**	**0**
Total	**50**	**100%**

Table10 shows that a majority of the participants (64%)considered time management strategies as necessary. This indicates that an overall agreement on the importance of putting effective time management techniques into practice. The remaining 36% of the respondents viewed these strategies optional. They may have alternative methods that work for them

personally. Notably, the fact that non of the respondents regarded time management strategies as unnecessary highlights the widespread recognition of their value in enhancing productivity.

The individuals who confirmed the necessity of time management strategies may believe that they save time, lead to better results, enhance a sense of organization and some of them think they are a common trait among successful individuals. By utilizing these strategies, they found tasks easier to solve, avoided wasting time, prevented last-minute rush and improved their performance. On the other hand, those who believed that time management strategies are optional suggested that using such strategies is not obligatory. Some preferred to study under pressure while others had lack of energy to explicit it in managing time. Additionally, certain individuals may found these strategies difficult to apply effectively.

Section Three: Productivity.

Q8:How do you assess your productivity when studying English as a Foreign Language?

Table2.8.*How Students Assess Their Productivity*

Option	Number	Percentage
By the effectiveness of your study sessions	**22**	**44%**
By the quality of your Learning outcomes	**22**	**44%**

By your performance during classes	21	42%
By the amount of the study Materials covered	5	10%

The intention of asking this question is to identify through what factors students assess their productivity when studying EFL. Students were free to select more than one option in this question.

According to table 11, 44% of the participants claimed that they assessed their productivity by the effectiveness of their study sessions and an equivalent percentage assessed it by the quality of their learning outcomes. The obtained results also indicate that 42 % of the sample regarded performance during classes as a criterion against which their productivity is assessed. Accordingly, these three options are the key factors against which students assess their own productivity. Lastly, only 10% of the students believed that the amount of study materials covered is a parameter for assessing productivity. This low percentage indicates that only few students considered covering a considerable quantity of study materials makes them productive learners. In other words, the amount of study materials covered do not represent a significant key factor for the majority of the participants.

Q9:How would you rate your productivity level?

Table 2.9. *Students' Productivity Levels*

Option	Number	Percentage
Moderate	**35**	**70%**

High	15	30%
Veryhigh	0	0
Low	0	0
Total	50	100%

The objective of this question is to discover students' self-assessment of their productivity levels and provide insights into how they rate their own efficiency and effectiveness in their studies. In terms of statistical analysis, the data reveal that the majority of the students (70%) rate their productivity level as moderate while 30% of them rate it as high. Additionally, non of the respondents rate their productivity level as very high or low. Based on the aforementioned statistics, it can be noticed that third year EFL students' productivity ranged from high to moderate but they have not yet achieved the highest level. It can be said that the findings suggest that there might be a space for improvement. This question sets the stage for the coming one.

Q10: What kind of factors do you think have the greatest impact on your productivity in learning ?

Table2.10. *Factors That Impact Learners' Productivity*

Option	Number	Percentage
Motivation	31	62%
Lack of strategies of time management	12	24%
Clear study goals	11	22%

When we asked this question, we gave our respondents the chance to choose more thanoneoptionandsuggestotherfactorsifthterewereany.Byposingthisquestion,the

intention is to highlight which factors have the greatest impact on students' productivity in learning according to their points of view. The data presented above reveal that 24% of the students ticked " lack of strategies of time management". Moreover, 22% of the learners believed that setting clear study goals boosts their productivity. Furthermore, the table shows that more than half of the participants (62%) said that motivation is a main factor that impact their productivity. The result suggests that motivation is the significant factor that affects students' productivity in learning EFL. For that, it is crucial to take these findings into consideration. For teachers, they may establish a supportive and friendly classroom to enable students feel more motivated and inspired.

Section Four: The Role of Time Management on The Learners' Productivity.

Q11:Do you think that acquiring and using time management strategies are keys to succeed in your studies?

Table2.11.*Students' Views on Time Management as a Key to Academic Success*

Option	Number	Percentage
Yes	48	96%
No	2	4%
Total	50	100%

In order to collect data about the students' views on acquiring and using time management strategies, this question was posed. The data revealed that 48 of the respondents (96%) claimed that acquiring and using time management strategies are keys to succeed in their studies while only two students(4%)said the opposite. In sum, the data indicate that the

majority of the participants support the view that time management is a critical and important skill for EFL students.

Students were asked to justify their answers. Those who reported that acquiring and using time management strategies are keys to succeed in their studies explained their points of view by generally claiming that: ''Time management is half of success'', ''It enables learners to use time effectively '', '' Time management is the most important key to succeed'' and'' Using time management provides opportunities for the learner to achieve their goals ''.The rest of the justifications were nearly the same or similar to the ones that are mentioned. The remaining two students who were against the idea did not give any justification.

Q12:Have you noticed any positive results or outcomes in your language learning as a result of better time management practices?

Table2.12. *Enhanced Language Learning Through Effective Time Management*

Option	Number	Percentage
Yes	30	60%
Somehow	19	38%
No	1	2%
Total	50	100%

In this question, the participants are asked to share their experiences with time management and declaring whether they noticed any positive results or outcomes in their language learning as a result of managing time effectively or not. The statistical analysis reveals that the majority of the participants (60%) reported that good time management practices impact positively the learning outcomes. Less than half of the sample(38%)said that

time management contributes partially to boost their performance. Perhaps, those who think so did not notice any relation between the two variables. Additionally, only one student (2%) has not noticed any positive results due to the effective use of time. Globally, The findings suggest that the majority of the students are aware of the positive sides and the importance of the effective time management skills.

Q13:To what extent do you agree with the statement' 'having a structured schedule for your daily or weekly English studies improves your overall productivity" ?

Table2.13. *Students' Degree of Agreement on the Positive Impacts of Structured English Study Schedules on Productivity*

Option	Number	Percentage
Strongly agree	**29**	**58%**
Agree	**17**	**34%**
Neutral	**2**	**4%**
Disagree	**2**	**4%**
Strongly disagree	**0**	**0%**
Total	**0**	**100%**

This last question aims to determine the degree of agreement with the idea that: "having a structured schedule for their daily or weekly English studies improves their overall productivity". According to the data presented above, more than half of the respondents (58%) do strongly agree with the statement, 34% agree with it. However, a small percentage (4%) of them reported that they are neutral and only 4% of them disagree with the idea. Based on the aforementioned statistics, the majority expressed there agreement about the benefits of preparing structured study schedules, which means the use of time management

techniques. For the respondents who selected neutrality or disagreement, this might be for various reasons such as: individual learning styles, individual differences, personal preferences or previous experiences. Overall, the findings of this question support the results of the two preceding questions.

2.5.1 Discussion of the Main Findings of the Students' Questionnaire

From the previous analysis of the students' questionnaire, one can obtain insightful points for discussion. Students assess their learning productivity by the effectiveness of their study sessions which involve focused and putting goals to maximize understanding of what is being learned. When students assess their productivity by it, they are essentially evaluating the impacts of their study habits and strategies. In addition, students assess their productivity by the quality of their learning outcomes and by their performance. By assessing their productivity, students can discover their strengths, weaknesses, opportunities for improvement and determine what works well for them. There for, this assessment is important because it gives students the ability to make decisions to enhance the learning experience and take an active role in their learning journey which means the meaning full engagement with their education.

According to the results of the study, the main reasons for the ineffective use of time are: the overuse of social media, stress and procrastination. This result reinforces the results that were reached in other similar studies like that by Aribas (2021) who investigated the connection between academic procrastination and time management. The study's findings indicated that academic procrastination and time management are negatively correlated. To expound more, they show that as academic procrastination increases, time management diminishes and vice versa. So, students procrastinate in doing their activities and tasks. This can be due to laziness, lack of a sense of responsibility or the over use of social media and networks which is on its own a reason for the ineffective use of time. It is clearly noted that

the reasons are interrelated. That is to say, spending much time on social media platforms such as Facebook, Instagram and Youtube leads to wasting time, postponing what should be done and decreasing focus on the learning process. Thus, students are conscious of the negative effects of social media on their time organization. Stress is also a main factor that inhibits learners from being good time managers. High levels of stress can have a variety of detrimental effects that have an immediate result on their capacity to effectively manage their time. Stress can make it difficult for them to prioritize their obligations wisely and concentrate on the work at hand. This inability to focus can cause students to procrastinate because it may be simpler for them to avoid difficult or demanding assignments that seem stressful.

Among the most frequently used time management strategies is setting priorities. This strategy is one of the essential ones since it gives the learner the chance to focus his/ her time and energy on the most important tasks while minimizing the time spent on trivial activities. In addition, more than half of the participants considered time management strategies necessary and non of them viewed the opposite. This goes accordance with what Ismail et al (2022) declared "an individual needs to carefully choose and manage the entire responsibilities as well as priorities to be settled into effective and efficient time so that successful outcomes can be achieved" (p.83). It becomes obvious that time management techniques allow students to study in an organized way during their learning process and help them to improve their educational outcomes and productivity.

Besides, it was apparent from the answers that time management plays an important rolein learner's productivity. This is mainly confirmed in the last three questions in the fourth section of the questionnaire. In other words, nearly all third year students considered time management strategies as key to success in their studies after their journey at university. In this regard, there is a research that was conducted by Nigussie(2019)entitled:"The effect of

time management practice on the academic achievement: a case of Dire Dawa university".
The purpose of the study was to evaluate the students' general time management practices and
behaviours and their relationship to their academic success, gender and year of study. Let's
consider only the variable of academic success which is our main concern in this dissertation.
It was found that the better students manage their time, the higher scores they get. This goes
hand in hand with Sema and Kocak (2002) who argued that the better use of time leads to
success by maintaining equilibrium and boosting productivity. Another study was conducted
by Basila in 2014 to investigate the role of motivation, time management and organization on
student academic success in college on-line courses. One of the findings indicates that time
management is a significant predictor of student academic success. Moreover, an
investigation was carried out by Serdar et al in 2017 to draw attention to the connection
between university students' academic success and their free time management and to
determine their free time management levels in terms of several factors. The participants in
the study were the students enrolled in the faculty of sports sciences at Istanbul university.
One of the main points of the findings is that students who were better at managing their free
time also had higher academic success. This suggests that managing time effectively impacts
positively one's academic success.

All in all, The results of the study under investigation are consistent with the findings
of the previous similar studies. In sum, time management has a positive role on EFL learners'
productivity since it gives them the ability to organize, plan and control their time when
approaching various activities.

To be precise and explicit in answering the three research questions set for this
dissertation, it is legitimate to confirm that, drawing on the results, third year EFL students at
Mila University Center consider that: (1) effective time management enhances their
productivity;(2) the strategies they use to manage their time are setting priorities, using

timers and setting short- and long-term goals; and (3) these boost students' productivity immensely.

2.6 Implications, Limitations and Recommendations

2.6.1 Implications of the Study

The findings of this study hold significant implications for EFL learners and the field of foreign language education in general. Indeed, understanding the role of the effective use of time, applying them and being aware of its importance leads to improving students' productivity, boost their academic performance, balancing their language learning tasks with other responsibilities. As a result, students' motivation and engagement would be raised and they would be more productive and would experience a regular learning process.

2.6.2 Limitations of the Study

The research provides valuable insights into the role of time management on EFL learners' productivity. Yet, it is essential to recognize and address any limitations faced bythe researcher. The purpose behind addressing these limitations is that we can enhance our understanding and further explore the subject. Additionally, when evaluating the research overall findings, this limitations should be taken into consideration.

- The research may have a limited sample size, which could have an impact on how well the findings generalize to a larger population of EFL learners. A wider and more varied sample would provide an additional comprehensive understanding of time management practices among EFL learners.

- The study may depend on self- reported data, which may contain errors, exaggerated claims about how well participants manage their time.

- There might be a social desirability bias, which means participants may provide answers they believe to be socially acceptable and desirable more than their true experiences. The perceived value of time management strategies and the reported challenges of time management may be impacted by this bias.

2.6.3 Recommendations

In the light of the findings of this study, some recommendations are required for EFL third year students. They should avoid the over use of social media and use it sensibly. It is important to reduce its usage to avoid wasting time. In addition, radical solutions must be found to address the failure of managing time effectively due to stress and this varies from one student to another. Perhaps counseling sessions with a psychologist or practicing relaxation methods would serve the purpose.

Furthermore, students should avoid procrastination in order not to fall into time management issues. This can be achieved by completing all necessary activities, exercises, preparations for exams or presentations on time without delaying them to the last minute. When we say completing tasks on time, we mean directly organizing time by relying on time management techniques such as: prioritizing tasks, following a regular schedule or using a timer. Therefore, students are advised to use those techniques to be more disciplined and avoid the issue of the ineffective use of time. To illustrate, utilizing these techniques leads to increasing students' productivity and enhancing their learning outcomes.

Regarding motivation, teachers can play an active role as it was mentioned in the analysis of the questionnaire by motivating students from time to time, creating a stimulating learning environment, boosting their morale and employing methods that enhance their motivation, focus and concentration. Hence, increasing their productivity.

Conclusion

In general, this chapter deals with the practical part of the research in which the methodology of it is expounded and the data are analysed. The results obtained from the questionnaire shed light on the learners' insights and perspectives regarding the role of applying time management strategies in enhancing third year EFL learners productivity. Precisely, the findings proved that: students face some challenges that negatively impact their ability to manage their time effectively. Furthermore, they reveal that some learners who utilize time management strategies demonstrate better results. Proving that managing time is key factor in enhancing learning productivity and achieving better learning outcomes.

General conclusion

The present research investigated the role of time management in EFL learners' productivity. Through exploring the nature of time management and the use of time management strategies, it becomes clear that effective time management is a significant factor on improving learners' productivity.

In order to investigate the effectiveness of implementing time management strategies on EFL learners' productivity, three research questions were asked. The first one addressed whether EFL students at Mila University Center consider time management a contributing factor that enhances their productivity. The Second highlights what time management strategies do EFL students at Mila university center use. The third explores to what extent having good time management skills helps third -year English students at Mila University Center to be productive. This research provided valuable contribution to the existing literature. Furthermore, it offers suggestions to help students understand what squanders time and how to overcome time wasting and it highlights the term productivity. The second chapter is the empirical part of the study which is dedicated to the interpretation and discussion of findings, in addition to the limitations of the study and some implication and recommendation for students are suggested.

In order to explore the topic of the study, a questionnaire was handed to third year EFL learners with the aim of collecting their opinions and perspectives. The findings from the students' questionnaire analysis suggested that there are some key factors affecting learners' time management such as the overuse of social media, stress, and procrastination. For instance, when academic procrastination rises time management declines, and vice versa. Laziness, lack of responsibility or spending too much time on social media platforms make students delay tasks which impacts their time management negatively. The data also reveals that more than half of the participants considered time

management techniques important, and non thought they are unnecessary. Effective time management strategies enable students to study in an organized manner and improve their educational productivity. The questionnaire responses demonstrate the fundamental role of time management strategies on learners' productivity among third- year students.

Overall, the study sheds light on what factors impact ineffective time management, and the benefits of implementing effective time management strategies for EFL students, it also emphasized the importance of good time management habits on promoting productivity. By developing these habits, individuals can better manage their time, eliminate procrastination, and enhance their learning experiences, resulting in better academic productivity. As any academic research, the current one delineated, at the end, some limitations and advanced a number of recommendation.

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Appendix

The students' questionnaire

Dear students,

We are kindly asking for your help to answer the following questions, in order to conduct our research for a masters' degree dissertation. This questionnaire attempts to explore the role of time management on the learners' productivity. Before answering this questionnaire, it is important to understand that time management means organizing your time intelligently and effectively. We would like to inform you that we will process your responses with complete confidentiality and that all the data will be used for study purposes only. Please, read the questions carefully and tick (✓) the box corresponding to your answer. Note that more than one answer is possible in some cases. We appreciate your collaboration and time in advance.

Section one: General Information

1. How long have you been learning English as a Foreign Language?

a. Less than 10 years ☐

b. 10 years ☐

c. More than 10years ☐

2. How do you perceive your level in English?

a. Excellent ☐

b. Good ☐

c. Average ☐

d. Poor ☐

Section Two :Time Management

3. Have youeverexperienceddifficultymanagingyourtimeeffectivelywhenpreparingfor an exam or an assignment?

a. Yes ☐

b. No ☐

4. If yes, what were the reasons of the ineffective time management?

a. Procrastination ☐

b. Multitasking ☐

c. The overuse of social media ☐

d. Stress ☐

e. Family obligations ☐

f. Heath issues ☐

Others …………………………………………………………………………………………………
……………………………………………

5. During your previous three years as a university student, did you use any time management strategy?

a. Yes ☐

b. No ☐

6. If yes which one of the following strategy(ies) have you used?

a. Using a timer ☐

b. Set short-term and long- term goals ☐

c. Using a journal or a calendar ☐

d. Setting priorities ☐

e. Using time management applications ☐

Others
…………………………………………………………………………………………………
……………………………………………

7. Do you consider time management strategies:

a. Necessary ☐

b. Optional ☐

c. Unnecessary ☐

Justify your answer please

....

....

....

Section Three: Productivity

8. How do you assess your productivity when studying English as a Foreign Language?

a. By the amount of study materials covered ☐

b. By the effectiveness of your study sessions ☐

c. By the quality of your learning outcomes ☐

d. By your performance during classes ☐

Others

....

9. How would you rate your productivity level?

A .Very high ☐

b. High ☐ c.

Moderate ☐

d. Low ☐

10. What kind of factors do you think have the greatest impact on your productivity in learning?

a. Lack of the strategies of time management ☐

b. Clear study goals ☐

c. Motivation ☐

Other factors

....

Section Four :The Role of Time Management on the Learners' Productivity

11. Doyouthinkthatacquiringandusingtimemanagementstrategiesarekeystosucceedin your studies?

a. Yes ☐

b. No ☐

Explain why………………………………………………………………………………………………………
………
………

12. Have you noticed any positive results or outcomes in your language learning as a result of better time management practices?

a. Yes☐

b.Somehow☐

c.No☐

13. Towhatextentdoyouagreewiththestatement"havingastructuredschedulefor your daily or weekly English studies improves your overall productivity"?

a. Strongly agree☐

b. Agree☐

c.Neutral ☐

d. Disagree☐

e. Strongly disagree☐

14. If you have any suggestions or recommendations about the topic, please let us know.

………
………
………

Thank you for your collaboration!

ملخص

هذه الدراسة تسلط الضوء على دور استراتيجيات إدارة الوقت الفعالة على إنتاجية طلاب ا لسنة الثالثة في تعلم اللغة الإنجليزية كلغة أجنبية في قسم اللغات الأجنبية بمركز عبد الحفيظ الجامعي-ميلة. وتهدف إلى اكتشاف ما إذا كان الطلاب الذين يمارسون استراتيجيات إدارة الوقت الفعالة يُظهرون إنتاجية أفضل. ولتحقيق هذا الهدف، تم إجراء استبيان منظم مع 50 طالبًا للحصول على آرائهم حول دور إدارة الوقت في إنتاجيتهم. وتكشف تحليل البيانات باللغة الإنجليزية كلغة أجنبية يواجهون بشكل عام صعوبة في إدارة وقتهم بفعالية أثناء عملية تعلمهم. ومع ذلك ، من المثير للاهتمام أن نكتشف أنهم على دراية بحقيقة أن الإدارة الفعالة للوقت ضرورية وأن لها دورا إيجابيا في إنتاجيتهم حيث أنها تمنحهم القدرة على تنظيم وتخطيط والسيطرة على مسؤولياتهم وأنشطتهما لمختلفة. وتختتما لدراسة باقتراح مجموعة من التوصيات لكل من المعلمين و الطلاب بهدف تعزيز استخدام تقنيات إدارة الوقت المثلى بين الطلاب.

كلمات المفتاحية: إدارة الوقت، الإنتاجية، طلاب باللغة الإنجليزية كلغة أجنبية، عملية التعلم، تقنيات إدارة الوقت.

Résumé

Cette étude met en lumière le rôle des stratégies efficaces de gestion du temps sur la productivité des étudiants de troisième année en apprentissage de l'anglais comme langue étrangère au département des langues étrangères du Centre Universitaire AbdElhafid à Mila. Elle vise à découvrir si les étudiants qui pratiquent des stratégies efficaces de gestion du temps démontrent une meilleure productivité. Pour atteindre cet objectif, un questionnaire semi-structuré a été mené auprès de 50 étudiants pour obtenir leur perception du rôle de la gestion du temps dans leur productivité. Les analyses de données révèlent que les étudiantsen anglais comme langue étrangère rencontrent généralement des difficultés à gérer leur temps efficacement pendant leur processus d'apprentissage. Cependant, il est intéressant de constater qu'ils sont conscients du fait que la gestion efficace du temps est nécessaire et qu'elle joue un rôle positif dans leur productivité en leur donnant la capacité d'organiser, de planifier et de contrôler leurs différentes responsabilités et activités. L'étude se conclut en proposant une série de recommandations à la fois pour les enseignants et les étudiants visantà promouvoir l'utilisation de techniques optimales de gestion du temps parmi les étudiants.

 Mots-clés : gestion du temps, productivité, étudiants en anglais comme langue étrangère, processus d'apprentissage, techniques de gestion du temps