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The Impact of Time Management Techniques in developing students' Motivation

The Case of Second-Year Students at the Department of English, University of Moulay Taher, Saida.

Dissertation submitted to the Department of English Language and Literature as a partial
fulfillment of the requirements for the degree of Master in Didactics.

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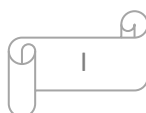
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Dedication

I dedicate this work :

- To my dear parents for nursing me with love, support , and encouragements help me in every step of my life.
- *To my adorable brothers Oussama and Yasser without whom this work might not have been accomplished.*
- *To my lovely sister Marwa for being around when no one else was.*

May Allah bless you !



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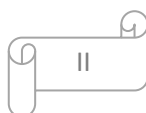
Above all, I thank Allah, the Almighty, for having given me the strength and patience to undertake and complete this work in glory and praise for him.

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Last but not least, I would like to express my warm thanks to my respectful teacher at Saida University, Mr. Silmane Lakhdari.

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Abstract

The current study is designed to investigate the impact of time management techniques on developing students' motivation at the second-year university level. The main objectives of the study is to discover time management techniques. To find out the motivation of students using time management techniques. In this research, it is suggested that if a student manages his/her time well, he/she will be more motivated. The data for this investigation is collected using only one research tool, a questionnaire. The latter is administered to both students and teachers at the department of English with the aim of evaluating the impact of time management on students' motivation through considering students' perceptions and prior achievements. The findings indicate that time management has an important effect on the students' academic achievements, which are generally determined by motivation. This means that increasing students' awareness regarding the effective use of time through planning and understanding tasks is a prerequisite for achieving better results thanks to motivation. Hence, it is recommended that time management strategies for success in multitasking be incorporated into the corresponding curriculum.

Keywords: time management, techniques, developing, motivation.

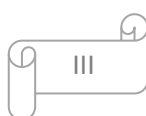


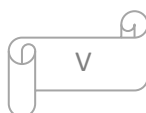
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General Introduction

General Introduction

One of the most essential aspects influencing our motivation is time management. The changing culture of higher education institutions may surprise university students. They have more space and free time than ever before. Thus, lectures are only an introduction to the subject, and professors are no longer concerned with who attends or ignores their classes. Additionally, students meet more individuals in their new environment, and as their social circle expands, they may become easily distracted from their primary goal, which is to study. The latter necessitates a significant amount of work on the part of the pupils. They must be constantly informed, prepared, and motivated to do research and provide presentations. As a consequence, the most significant condition for avoiding the stress caused by the accumulation of lectures and assignments is to be aware of their time utilization and, consequently, its management.

1.1 Aim of the Study

The aim of the study is to investigate the impact of possessing good time management techniques on English students' motivation at saida University since it is necessary for them to work out and inside the institution

1.2 Research Questions

The present research addresses the following research questions:

Does time management affects on the development of students?

What is the relationship between time management and motivation?

General Introduction

1.3Hypothesis

The Present study is driven by the hypothesis that if a student manages his/her time well, he/she will be motivated

1.4Means of Research

This study is descriptive in nature since it analyzes the effect of time management on becoming more motivated and attaining excellent grades and accomplishments, as well as revealing the strategies that students take to reach that goal. One tool, the questionnaire, is used to research the issue under discussion and answer the prior questions. This is given to students as well as teachers in the English department.

1.5Structure of the Study

This dissertation is organized into three chapters: one theoretical and two practical. It also,includes a basic introduction and conclusion.

There is only one part in the first chapter. It gives a comprehensive overview of time management by defining it, emphasizing its significance, and outlining its techniques.

Also It defines the term motivation and simplifies all of its types. It also provides insight into the relationship between time management and motivation. It clarifies the effect of time management on performance and motivation.The second chapter is the dissertation's practical section. It describes the study's design as well as the method used. It also examines the questionnaires given to students and teachers. and the final chapter sheds light on the questionnaire's interpretation. Finally, it provides some pedagogical recommendations and suggestions for the study.

Chapter One

Chapter One: Literature Review

- Introduction
- Defenition of time management
- Strategies of time management
 - ❖ Awareness of Spending Time
 - ❖ Setting Priorities
 - ❖ Use a Planning Tool
 - ❖ Get Organized
 - ❖ Schedule Time
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- Importance of Time Management
- Academic performance and perception of control over time
- Defenition of Motivation
- Types of Motivation
 - ❖ Intrensic Motivation
 - ❖ Extrensic Motivation
 - ❖ Amotivation
- Relationship Between Time Management, External Motivation and Student's
- The impact of time management on acheivement and motivation
- Conclusion

1.1 Introduction

In the modern era, time management has gained exceptional interest from researchers in general and particularly from academic institutions. For the latter, the use of time management models is certainly notable. Its mechanism characterizes their progress throughout a year, a month, or a semester. For that reason, a time management plan is designed according to the objectives of the institution. University students consider motivation an objective for their efforts since motivation is the factor that determines students' failure or success. This section sheds light on some definitions of time management. It examines different strategies of time management and their importance, then continues with academic performance and perceptions of control over time. Second, it discusses the definition of motivation and its types. Finally, it attempts to shed light on the relationship between time management, external motivation, and a student's academic performance and the impact of time management on achievement and motivation.

1.2 Defenition Of Time Management :

Time management is the act of organizing time properly for the purpose of getting things done at a specific time or before deadlines. Time management, according to Mercanlioglu, is "self-management with an explicit focus on time in determining what to do; on how much time to dedicate to tasks; on how activities might be done more efficiently; and on when the time is ideal for particular activities" (Mercanlioglu, 2008, as cited in Razali et al., 2018). Time management is defined by Claessens, Van Eerde, Rutte, and Roe as "'behaviors' that strive to accomplish an effective use of time while executing particular goal-directed activities" (as cited in Razali et al., 2018). In that instance, time management involves taking specific stages and actions into account in order to efficiently achieve a goal. According to Forsyth (2009), "time management is a critical ability."It can boost productivity, help

them focus on goals, and eventually act directly to improve their performance and thus the organization's overall success." (p. 1). Walsh (2008) argues picking, me management is a method of managing assignments and effectively completing tasks. Knowing the ideal time to begin a task or any other activity is sometimes characterized as time management." "Time management is picking or the capacity to select for maximum effect the precise moment for beginning or doing something." Hedda and Törnroos (2002, p. 35) According to Levin (2007), management is a succession of choices. a skill that allows you to distinguish between what you need to accomplish and what you would prefer to do.

1.3 Strategies Of Time Management :

Students must gain a thorough understanding of time management strategies. Individuals reap several benefits when they learn to execute time management effectively. Individuals become more productive, have greater ingenuity and diligence to achieve their intended goals and objectives, feel less pressured, are more dedicated to their work, relate more positively to others, and generate good thoughts about themselves and others. These advantages can be obtained using the following excellent time management strategies: Chapman & Rupured, n.d.

1.3.1 Awareness Of Spending Time:

Individuals must be aware of how much time they should devote to a specific task. Keeping a time log can help an individual choose how he should spend his time. They should prioritize activities that need more time. Students in higher education institutions have busy schedules, and when they live away from home, they must also take care of other demands and responsibilities aside from studies. When people have several duties, they naturally become more mindful of how to spend their time carrying out various jobs and functions.

1.3.2 Setting Priorities :

Effective time management necessitates distinguishing between what is important and what is urgent. It has been discovered that significant jobs are not urgent; therefore, it is required to prioritize tasks that are more urgent . The students should work together to complete both critical and urgent tasks. Focusing on vital activities allows an individual to gain greater control over time and reduces the number of urgent and important tasks. The amount of time a person works each day, week, or month is determined by his lifestyle. Priority should be given to important and necessary jobs over other duties. For example, rather than going shopping, it is required and crucial to complete an assignment.

1.3.3 Use a Planning Tool:

Time management experts advise using a personal planning tool to boost productivity. Electronic planners, pocket diaries, calendars, computer applications, wall charts, index cards, and notebooks are examples of personal planning tools. This application assists people in writing down their assignments, timetables, and memory joggers. The fundamental application of this technology is that individuals begin to focus on priorities, and their minds become free of other trivial matters. When using a planning tool, information must be recorded on the tool itself. It should be viewed on a daily basis, and individuals should always carry it with them. A list of priorities should be included in the planning tool, and a backup system should be kept.

1.3.4 Get Organized:

It is essential for individuals to organize and effectively design measures that are required for successful time management and academic goal achievement. In getting organized, the emphasis is on being in command, structured, systematic, and prepared. Effective teaching at all levels of school requires teachers to review past lessons by asking students questions

before moving on to the next session. The students' organization is concerned with their coming to class well prepared so that they can provide answers to the questions posed by the teachers. Another way to get organized is to complete class and homework assignments efficiently. If a notion is difficult to grasp, instructors should address it to gain a better understanding. When students are working on research papers, assignments, or projects, it is critical that they organize the subject matter efficiently and that their work is well thought out.

1.3.5 Schedule Time :

Scheduling does not imply writing down everything that has to be done. It is referred to as creating time commitments for the tasks that must be completed. Proper scheduling demands comprehensive awareness of oneself, one's work obligations, and one's responsibilities. Difficult and tough work must be completed first, followed by manageable tasks. Tasks that are straightforward and controllable can be completed in a shorter amount of time. Demanding tasks, on the other hand, necessitate more time. Appropriate time management ensures that no task or function goes uncompleted. Individuals can complete it whether it is scheduled on a daily, weekly, or monthly basis.

1.3.6 Multitasking :

When a student is working on a project, a research paper, or studying for an exam, he should focus on only one subject at a time. Multitasking makes it hard for individuals to focus on their work and tends to divert their attention. Multitasking at the same time does not save time, but it does result in ineffective execution of all tasks carried out concurrently.

1.3.7 Help Request :

Achieving academic goals necessitates the help of others. Individuals are unable to work independently in higher education institutions when working on research projects, and even in

school when preparing homework. As a result, enlisting the assistance of others is an excellent time management method. Teachers, supervisors, fellow students, parents, tuition teachers, and friends are among those who can provide assistance. It is critical for people to establish correct terms and connections with these people. Academic assignment problems and challenges are prevalent, and they are time-consuming and stressful for students. As a result, seeking assistance from others allows students to complete their tasks correctly.

Curb Procrastination: The phrase procrastination refers to legitimate reasons for postponing or delaying tasks. There have been cases of students procrastinating their work due to negative feelings of disinterest or unease. On the other hand, some students postpone their work for legitimate reasons. For example, these could be family obligations, health issues, or any other work, such as a part-time job. There are several factors contribute to task procrastination.

1.3.8 Students' Management Of External Matters :

Students must learn how to deal with external matters and internal issues, especially when working on important assignments. External factors may or not be relevant. Telephone calls, guests, meetings, mail and emails, and family duties are examples of these. When these external factors are significant, such as when parents are at work and students are expected to care for their youngersiblings, academic performance suffers. Similarly, if a student is preparing for a test and his relatives come over to spend the day, he will be unable to concentrate on his studies. As a result, it is critical to manage external matters effectively, such as returning phone calls, responding to emails, and communicating briefly with relatives.

1.3.9 Health Maintain :

An individual's self-care and attention are significant time investments. Academic activities and excessive hard work have a negative impact on people's health. Students who live

independently attend educational institutions and training centres and even work part-time to support themselves. They don't have time to prepare healthy meals for themselves, so they eat unhealthy foods. Too many obligations cause anxiety, stress, and the degradation of individuals' health. As a result, it is critical to consume balanced and nutritious food, receive at least six to seven hours of sleep per day, engage in some form of physical activity, think positively, and have self-confidence.

1.4 Importance of Time Management :

The process of time management is considered to result in numerous benefits for students, besides enhancing their scores. According to Misra and Mckean, adhering to time management principles has a significant impact on stress, but Kearns and Gardiners claim that time management is a critical aspect of enhancing performance and reducing stress and anxiety in higher education (as cited in Adams & Blair, 2019). Furthermore, Krause and Coates claim that time management investigates better study habits and success techniques, concluding that time management is a method of controlling activities and increasing student life quality (as cited in Adams & Blair, 2019). According to O'Connell, having control over sleep time, exercise, and suitable foods helps students' health systems (as cited in Adams & Blair, 2019). Moreover, Kelly (2002) emphasizes the importance of filling the free time column in addition to the ability to predict task duration and gives ways for starting tasks, increasing focus, and balancing the activity (as cited in Adams & Blair). According to Claessens, VaEerde, Rutte, and Roe (2004) and Wang, Kao, Huan, and Wu (2011), time management also provides the opportunity to control free time and increase studies with flexible deadlines. (According to Adams and Blair, 2019)

Time management is an essential skill that can help individuals to achieve success and balance both their personal and professional lives. Proper time management ensures that one can prioritize their tasks, meet deadlines, and maintain productivity levels. It also helps to

reduce stress levels, as individuals can plan their activities and avoid last-minute rushes. Effective time management allows individuals to have time for leisure activities, family, and friends, which enhances their overall well-being. Moreover, businesses and organizations benefit from time management as it increases efficiency, reduces costs, and enhances profitability. In summary, time management is crucial for personal and organizational success, and individuals who master this skill can achieve their goals and maintain a healthy work-life balance.

1.5 Academic Performance And Perception Of Control Over Time :

Time is a priceless and valuable resource that continues to pass by without coming back (Ngozi, Chiekezie, & Ikon, n.d.). Therefore, it is vital for not only students but for all individuals to make effective use of it in an effective manner. Individuals aim to achieve not just one but numerous goals in their lives; for this purpose, they need to make efficient use of their time. For example, in educational institutions, when it is time to study, students must understand their responsibilities and study rather than engage in leisure activities. Individuals who are unaware of their responsibilities and tasks use their time incorrectly. Individuals who do not meet the requirements of time management effectively may suffer negative consequences for their academic success. Time is the most valuable resource, and many times one's priorities are not represented in everyday activities.

The idea of effective time management is vital for avoiding stress and being able to carry out all types of activities related to academic success, such as coaching classes, extra-curricular activities, technology use, and financial management. (Ngozi, Chiekezie, & Ikon, n.d.) Students' time management skills are determined not just by their behavior but also by their sense of time. Some people do not pay attention to time and simply plan that they must focus on a specific task. When individuals decide that they must achieve a specific activity, they become fully engaged in its execution. When students believe they are aware of how to

complete assignments, they can report higher grades. When putting time management abilities into practice, the time requirements for each task to be done and the target dates must be considered.

Students who are aware of time management skills are happier than students who do not put them into practice efficiently. Individuals with effective time management abilities have greater perceived control over time. This perceived control over time has a beneficial association with the academic performance of the kids (Twehues, 2013). Individuals must demonstrate qualities such as diligence, conscientiousness, and creativity in order to achieve their intended goals and objectives.

Aside from these characteristics, effective time management abilities are required. Individuals in educational institutions and organizations, whether they are students, professors, technical workers, administrative workers, or others, are all expected to use their time management abilities effectively. Individuals will be more satisfied with their working environment if they are satisfied with their jobs. Individuals must work together to improve their time management skills. When individuals develop these skills, they will modify their attitude and increase their productive time management behavior. There is a link between time obligations and educational achievement. When individuals are preparing for tests, it is vital that they devote adequate time to all the subjects so that they are able to prepare them well (Twehues, 2013). The impact of time management on academic attainment is varied. Motivation has a positive impact on a student's academic achievement. Students who have an interest in their studies, complete their work on time, attend classes on a regular basis, have a low percentage of absenteeism, and are well prepared. These students are said to be more motivated by their studies than students who simply attend lessons. If students are interested in the subject, they will appreciate their tasks.

1.6 Defenition of Motivation :

Motivation is often defined as the desire to achieve goals as well as the act of maintaining that desire. All cognitive behaviors, including planning, organizing, decision-making, learning, and assessment, require motivation (Pintrich&Schunk, 1996). Individuals' performance is typically evaluated by comparing it to standards or the performance of others. Scholars' differing perspectives lead to distinct concepts of achievement motivation. According to Atkinson (1964), accomplishment motivation is described as comparing one's performance to that of others and some benchmark activities. Atkinson and Feather (1966) defined accomplishment motivation as a combination of two personality variables: a tendency to approach success and a proclivity to avoid failure.

1.7 Types of Motivation :

If we look at a beautiful car that carries a strong motor, new wheels, and a professional driver but has no fuel, this car will never move. Motivation resembles this case because it works as fuel for the individual. That is to say, without motivation, the individual cannot reach higher levels of learning. Gardner (1985) proposed two types of motivation, namely, intrinsic and extrinsic. According to Ryan and Deci (2000a, p. 56), "the intrinsic motivation is defined as doing an activity for its inherent satisfactions rather than some separable consequence." It is related to internal variables such as an individual's interest, fun, or challenge in undertaking things, and joy or satisfaction with the activities. Furthermore, they defined extrinsic motivation as "a construct that applies whenever an activity is performed in order to achieve some distinct consequence" (Ryan &Deci, 2000a, p. 60). It is associated with external influences in performing things such as rewards or acknowledgement (Hartnett, 2016).

1.7.1Intrensic Motivation:

According to Deci and Ryan (1985), intrinsic motivation in learning is related to (1) motivation to learn and gain new knowledge, such as happiness in learning new things; (2)

motivation to experience encouragement and physical joy, such as enjoyment in learning interesting learning materials; and (3) motivation to undertake challenging learning activities, such as completing challenging assignments. Interest, ambition, aspiration, awareness, competency, and physical and psychological factors all influence intrinsic motivation.

1.7.2 Extrensic Motivation:

Extrinsic motivation, on the other hand, is associated with (1) motivation to be rewarded or avoid punishment (external regulation), such as getting a good grade on a difficult project; (2) motivation to avoid a bad situation or being guilty (introjected regulation), such as proving its capability in performing difficult tasks; and (3) motivation to gain benefit and necessity after completing a learning activity (identified regulation), such as learning a specific subject (as cited in Erten, 2014, p.174). Extrinsic motivation is influenced by the learning environment, social environment, family environment, and support facilities.

1.7.3 Amotivation :

Amotivation is the absence of both internal and external motivation. It occurs when learners are unable or unmotivated to study. They have poor self-efficacy and feel unable to learn because learning will not result in the desired end and performing activities have no significance (Harnet, 2016).

1.8 Relationshipbetween Time Management, External Motivation And Student's Academic Performance:

When analyzing the relationship between time management, external motivation, and student academic performance, it is critical to grasp the meaning and significance of these variables. The ability of an individual tofulfildesired goals in the short or long term is referred to as time management. When a person has a goal that he must reach within a certain time frame, he is committed to completing the duties in accordance with the effective allocation of time. In this

scenario, time management is demonstrated in the students' ability to balance academic and extracurricular commitments.

External motivation is defined as the encouragement and support provided by instructors, supervisors, fellow students, friends, and family members. This aid takes the form of financial support offered by the parents as well as encouragement, reassurance, and assistance. When students must make big life decisions, particularly those concerning their professions, they require competent advice and support, which is referred to as external motivation (Hamzah, Lucky, & Boarder, 2014).

Time management and external motivation are the forces that inspire students to devote their whole attention to achieving academic goals. Psychologists and academics believe that motivation is the distinguishing factor in learning. When a person takes an action, external motivation is stated to be evident, with the reason being that there will be concretely valued results, such as good grades, a raise in salary, recognition, and praise. The action is carried out in order to obtain an external result or reward. Because these benefits are distinct from the activity, they are referred to as external motivation. The perceived availability of social support, a type of external incentive, may influence students' academic achievement (Hamzah, Lucky, & Joarder, 2014).

External motivation is seen as a critical factor in achieving not only academic goals but also other career aspirations. External motivation is an important factor for students who come from marginalized communities and want to study and achieve their goals. There are various motivation theories, including those proposed by Frederick Herzberg and Abraham Maslow. These theories are among the oldest behavioral theories developed by American firms and are widely used in most research studies in this sector. According to Maslow's theory, employee needs take the form of a hierarchy. This is often recognized as the Maslow Hierarchy of Needs in the modern world. The hypothesis was based on the fulfilment of numerous human

wants and how people seek these needs based on their vocations and backgrounds. Herzberg, a psychologist, proposed a theory about job factors that encourage employees.

According to Herzberg's (1959) motivation theory, certain factors regulate people's satisfaction or performance within their workplace (Hamzah, Lucky, &Joarder, 2014). It is hypothesized that motivators and satisfaction have long-term favorable effects on performance.

Herzberg discovered that certain elements, such as personal achievement and remuneration, affect individual performance. Within the framework of this study, two main aspects are identified to inspire students' academic performance: time management and external motivation. Time management is an example of internal motivation because it is concerned with the particular student, whereas external motivation is concerned with motivators beyond the student's domain. In other words, they are the university environment's motivators for students to improve their academic performance. Therefore, it is expected that motivation, both internal and external, will drive and inspire pupils to reach high levels of academic success. As a result, the Herzberg theory of motivation is important to this study, with the notion that motivating elements such as time management and external incentives will encourage students to attain improved academic achievement (Hamzah et al., 2014).

1.9 The Impact Of Time Management On Achievement And Motivation:

Research indicates that students' academic performances are influenced by various factors, among which is time management, and has also highlighted the importance of the role of universities in identifying those factors and improving the acquisition of those factors and related skills by students. When studying the effects of time management behaviors on learning outcomes and academic results, it was found that there is a positive relationship between time management and achievement. The latter indicates the capacity to be successful in an activity or, in other terms, the act of reaching a goal, thus concerning the actual

outcomes of performance. The prior use of self-regulatory strategies of that kind showed better results in those terms. Other than achievement, motivation is another factor that enables people to reach their goals.

In psychology, motivation is defined as the drive or impulse that gives purpose or direction to human behavior. Motivational psychology addresses the "whys" and "hows" of activities that reflect the pursuit of a particular goal. According to some studies, a correlation between time management and motivation has been found, according to which prior time management leads to higher motivation. In order to understand the reasons why certain self-regulation behaviors may increase motivation, it is necessary to introduce the concepts of intrinsic motivation and extrinsic motivation.

Intrinsic motivation is the impetus or inspiration to do something because it is inherently interesting or enjoyable. When acting because of intrinsic motivation, there is no obvious external reward, but the act is driven by an internal will; the end result satisfies the conscious, the ego, or the self-esteem in a positive way. Extrinsic motivation, on the other hand, refers to doing something because it leads to a separable outcome. There are many sources of extrinsic motivation, whose common trait is to stem from a source that is external and separate from (although not necessarily in conflict with) the inner goals and aspirations of the subject. Extrinsic motivation may also occur when a person carries out an action because there will be a tangible reward for it (such as good grades or an increment in salary). According to some studies, there is a close relationship between time management and intrinsic motivation. On the one hand, the emotional implications that underline our intrinsic motivation, the value each person assigns to his or her work, and the self-perception of competences and abilities may affect the way we manage our time.

On the other hand, if we acquire time management skills, our perceived control of time may positively affect our motivation to perform a certain task. The underlying attitudes and goals that give rise to action are psychological in the sense that increasing our perceived control of

time makes us more confident in the performance of activities. The prior organization of time, eventually through the development of a clear plan and the reservation of specific time slots for the performance of an activity, raises the perceived importance of the tasks to be done and makes the subsequent, effective performance more likely. In this context, time management seems to play an important role, especially for students. Assuming that students' motivation and performances are often affected by their way of coping with academic stress and anxiety (e.g., following a negative result or before a deadline or an exam), students who take advantage of time management skills should be able to manage stress more effectively. In this regard, research has shown that time management skills have more positive effects than leisure satisfaction activities, which may have a role in reducing stress in the short term but may obviously hinder the effective achievement of academic goals in the long run. In other words, time management skills would permit better use of time for the purpose of engaging in leisure and stress-reducing activities without compromising academic success. As concerns the work environment, the management of human resources is very much focused on the improvement of employers' performance with a view to increasing their efficiency through motivation.

Time management behaviors have been found to be positively correlated with job satisfaction, health, and motivation. Time management also plays an important role in reducing the risk of burnout. Burnout is a stress syndrome generally caused by heavy workloads or high-performance demands in a job's given time throughout its lifespan. Other than the burnout that may occur during university studies, this phenomenon is one of the most studied problems in the field of organizational psychology. Indeed, one of the factors that play a main role in job-related stress is time perceived as a "resource." The feeling of having too much to do and not enough time to do it is what causes the negative consequences linked to stress and burnout. "Time famine" is the expression used by Perlow to indicate this feeling. Among the factors that are particularly likely to influence burnout, motivation has been studied as a key

to breaking the vicious circle between high demands, the accumulation of tasks, and the stress resulting from the heavy workload. In particular, intrinsic motivation can improve well-being and performance since people who are intrinsically motivated may have more persistence, concentration, and effort. Since the good application of time management techniques may improve our perceived control of time and therefore be beneficial for our intrinsic motivation, it could be possible to infer that an improvement in the management of time may have a certain role in preventing and/or reducing the risk of burnout as well. Moreover, people who have excellent time management skills can better cope with a heavy workload, thus preventing demand accumulation. On the basis of these considerations, institutions of higher education that offer courses in skills, specifically time management, usually serve their students well.

1.10 Conclusion:

As a conclusion to what has been said previously Concluding, time management is an essential The development of this skill is very important for EFL students because it helps them manage their time. In addition, in order to be a good time manager, you have to take into consideration the essential strategies of time management. The relationship between motivation and time management is like a mathematical formula. It is a second-type conditional sentence. Becoming better motivated depends on the process of planning and implementing the principles listed above. In addition, time management prevents time wastage and keeps students in charge of their tasks. Therefore, planning a schedule and managing time are necessary for students' success.

Chapter Two

Chapter Two:Methodology and Data Analysis

Introduction

Sample population

Teachers' profile

Students' profile

Description and the aim of the questionnaire

Analyses of the result

Data Analysis

Teachers' Questionnaire

Students' Questionnaire

Conclusion

2.1 Introduction

The present chapter deals with the practical part of this work. it is used to investigate “The impact of time management techniques on developing students’ motivation”, the case concerned in this study is the second year students at MoulayTaher University at Saida .Furthermore, this chapter presents a research instrument used in their investigation namely, The questionnaire designed to both teachers and learners of English department.

2.2 Sample population

In the present study, Questionnaire have been addressed to ten (10) teachers at MoulayTaher University , and forty (40) second year English students.

2.2.1 Teachers’ profile

The questionnaire was addressed to ten (10) teachers ,5 females ,and 5 males . the respondent are teachers at Saida University , among those teachers ,there are teachers of oral expression ,and written expression .

2.2.2 Students’ profile

The students questionnaire is addressed to 40 second year students’ at department of English at Saida University. 36 were females and, 4 males those students are concerned with : Phonetic, Linguistic , Research techniques , Grammar , culture and civilization , oral ,written expression .

2.3 Description And The Aim Of The Questionnaire

The research instrument used in this case study is the teachers and the students’ questionnaire . The questionnaire is defined as collection data and information from a sample individuals through responding to questions CHECK &SCHATT , 2012 .P 160. In this study, Two questionnaire were administered ;the first one to teachers and the 2nd one to students ,in order to have different information and resources .the teacher questionnaire was addressed to 10

teachers at Saida university ,it consist of questions , while the students' questionnaire is administrated to 40 second year students at departement of English ,University of Saida .it consists 11 questions devided into two sections ,the first section aim at knowing students personal information , and the 2nd part investigates the relationship between time management and motivation .

2.4 Analyses of the result

The result of each questionnaire item's are numerically analysed and interpreted to assesses students' and teachers'sreactions .

2.4.1 Data Analysis

2.4.1.1 Teachers' Questionnaire

Q1:Specify your gendre

Table 2.1 Teachers'Gender

Options	N	%
Male	5	50%
female	5	50%

The table above shows that 5 informants are males,whereas 5 are females,they are equal.

Q2:Teaching experience**Table2.2 the teachers teaching experience**

Year	Number of teachers
3	1
5	4
8	1
10	1
20	3

The table above reveals that their teaching experience range from 3 to 20 years.1 teacher have been teaching for 3years,4 teachers for 5years ,one for eight years ,another one for 10 years. And the 3 most anceint teachers have experience of 20 years.

Q3:During your teaching, are your students motivated enough?**2.3 Table:the students'motivation**

Options	N	%
Yes	3	30%
No	7	70%

The tables shows that the majority of the teachers (70%) claimed that their students are not motivated enough during teaching ,while (30%) argue that their students are motivated

Q4:if no, justify:

Teachers illustration can be summarized in the following claims :

- Sometimes the subject of the lecture is not intersting to them.
- They do not give too much importance to the lecture.

- When they are not motivated they cause disciplinary problems
- Sometimes they are motivated and sometimes not .

Q5: What if the the students decided to use some techniques that motivate them in the classroom? Do you ?

2.4Table : Using Motivation as a Technique

Options	N	%
Strongly agree	5	50%
Agree	3	30%
Strongly disagree	0	0%
Disagree	2	20%

In this question, The aim is knowing if the student decided to use some techniques that motivate them in classroom. The result showed that (30%) of the respondant have agreed ,while the percentage of (50%) represent the respondents who have strongly agreed. Whereas (20%) have disagreed, However, no one disagrees with the statement.

6- According to you, How does time management affect student's motivation?

This question aim at knowing the effects of time management on students motivation ,Teachers' illustration can be summarized in the following claims:

- Time management may assist students in being more productive, as there is no anxiety or stress.
- Time management has an impact on the learner by making him more positive and productive.

2.4.1.2 Students' Questionnaire

Section one :Personal information

Q1:Please indicate your gender:

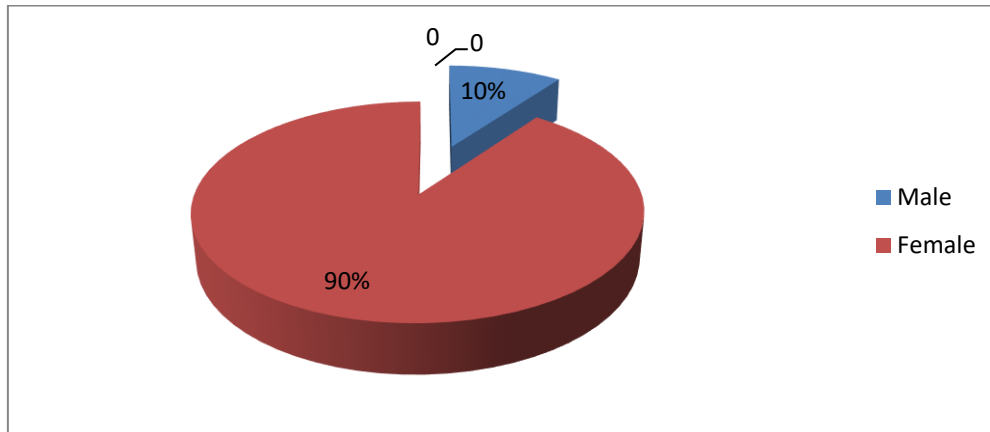


Figure2.1 Students'Gender

The graph above gives categories of respondent into male and female. A total of 40 students participated in the study. Out of this figure, 36 were female students representing 90% of the study sample size with 4 males students representing 10% of the study.

Q2: Please select the category that includes your age:

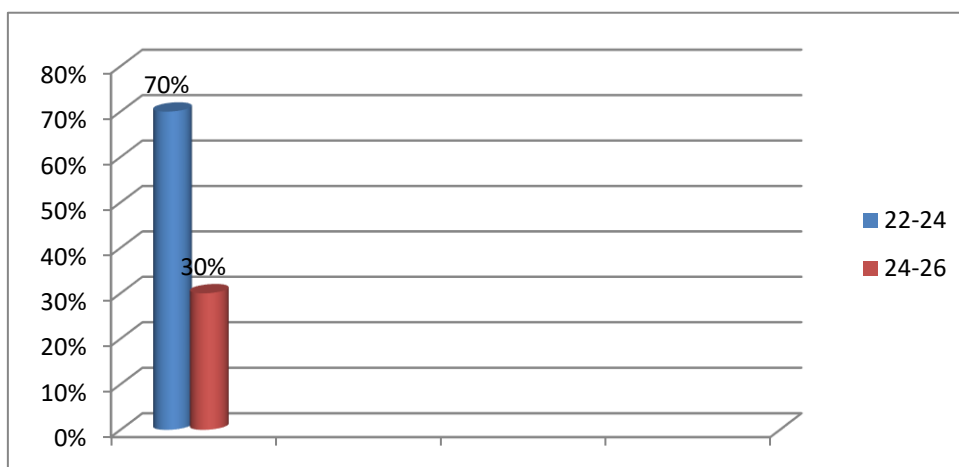


Figure 2.2 students'Category

The graph reveals that 28 out of 40 students belong to the category 22-24 which represents 70%. Whereas 12 students belong to the category 24-26 which represents 30%. Interestingly, one student out of the 12 students writes under options the word “others”.

Section two :Students’ Perspective about the impact of time management .

Q1:Amotivated student should be a good time manager?

2.5 Table Students’ opinions about the importance of time management in success

Options	N	%
Strongly agree	26	65%
Agree	10	25%
Disagree	4	10%

In this question, the aim is knowing the relationship between being A motivated student and a good time manager . The result reveals that 65% , that is , 26 out of 40 questioned have strongly agree . However, 10 informants have agreed, Whereas only 4 students have expressed their disagreement .this result draws attention that a good time manager student is someone who gives importance about spending time attentively .

Q2:Agood time manager should be a motivated student?

2.6 Table Motivation and time management

Options	N	%
Strongly agree	7	17,5%
Agree	31	77,5%
Disagree	2	5%

In this question , the purpose is knowing whether a good time manager should be a motivated student . the results are distributed as follows: 17,5% of the respondents' have strongly agreed , while the percentage of 77,5% represent the majority of the students who have agreed, whereas 5% of students have disagreed .Accordingly, since the majority of the students (95%) have strongly agreed and agreed,it is right to say that time management has a central role in students' motivation.

Q3:Please tick (X) for your answer

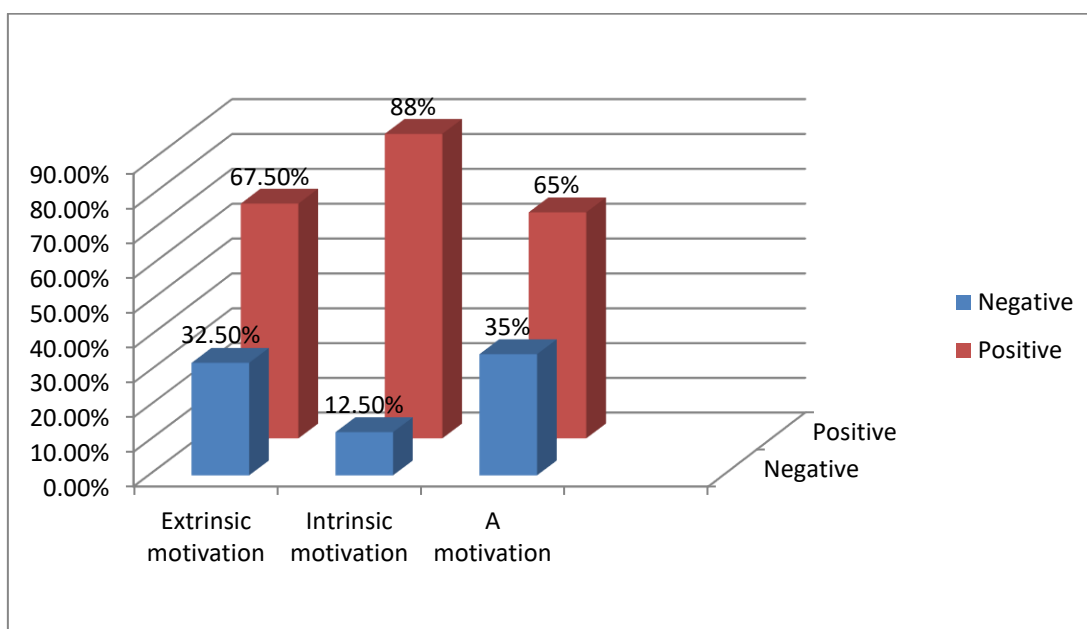


Figure 2.3 Impact of time management on students' motivation

In this question , The aim isto know the impact of time management on students' motivation. The result showed that 32,5% claimed that time management affect negatively the extrinsic motivation . The percentage 67.5% represent the vast majority of students who consider the positive impact . However, 12,5% viewed that time management impact the intrinsic motivation negatively. Likewise, among the 87% of the questioned learners expressed their positive answer.Interstingly, 65% of the respondents viewed that time management impact

amotivation in positive way. Whereas 35% of the students reported that time management affect negatively Amotivation.

Q4: Do you require establishing a personal schedule for your time spending as a student?

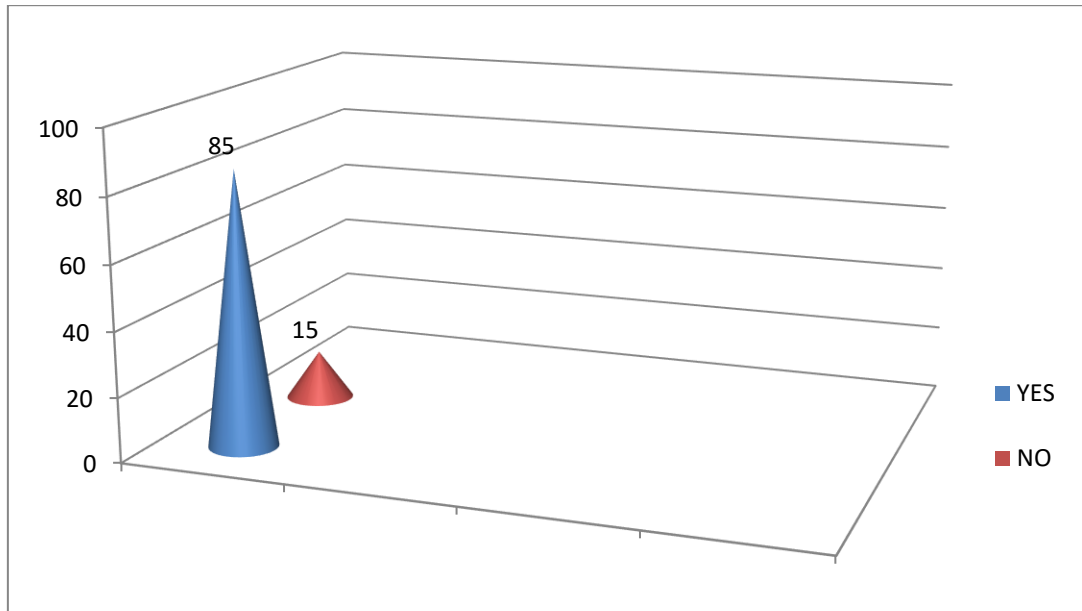


Figure 2.4 Students' Attitudes

In this question, the aim is to know the amount of students who require establishing a schedule in their studies time, this question was posed to all students, and 85% the majority of them responded for YES while 15% of them have answered for NO. The results viewed clear proof that students who utilize schedule to manage their time are motivated. So, motivated students are definitely time table users.

Q5:which is more important to time management assimilation , motivation , or both?

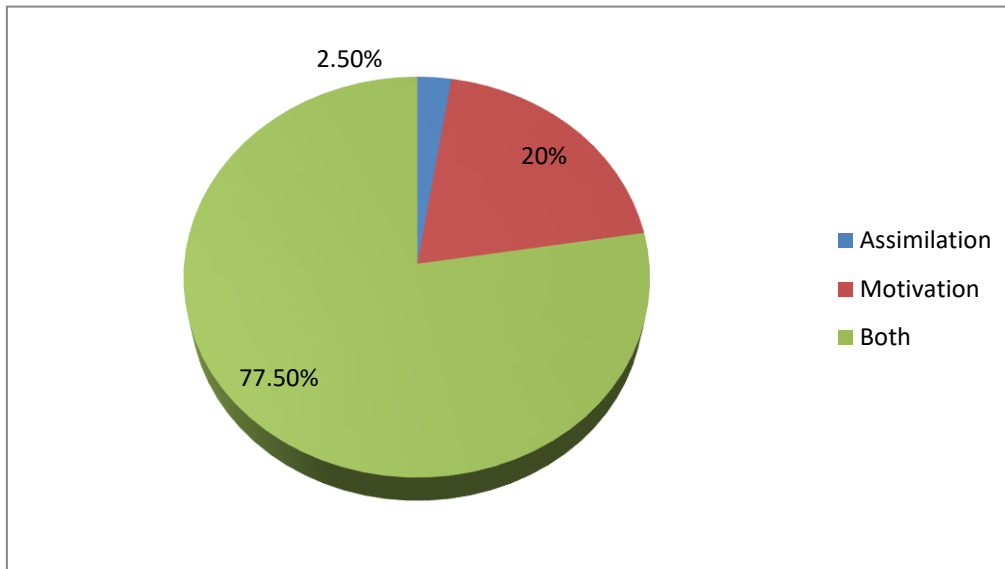


Figure 2.5 Importance of assimilation or motivation to TM

The aim of this question in investigating the students' objective from implementing time management strategies. The student should select one of the provided options, i.e , assimilation , motivation , or both . In fact , 1 student out of 40 have chosen assimilation ,and 8 of them have chosen motivation, and 31 students having viewed the importance behind managing time to be both motivation and assimilation .

Q6:Only good time management students will use their time more productively?

2.7 Table Students' time management in being more productive

Options	N	%
Strongly agree	9	22,5%
Agree	29	72,5%
Disagree	2	5%

This question aims at specifying the importance and the value of productivity in being a motivated student. The answers show that 22,5% of the students strongly agreed, 72,5% of them agreed, and 5% have expressed their disagreement . the result shows that productivity is important for time table user .

Q7: A motivated student identifying objective before deciding for a strategy to carry out academic task?

2.8 Table Students' motivation in identifying objective

Options	N	%
Strongly agree	5	12,5%
Agree	34	85%
Disagree	1	2,5%

The above statement aims at knowing the importance of identifying objectives before deciding for strategy of time usage. The results show that 12,5% of the students have strongly agreed with the statement ,whereas, 85% of them have agreed ,However , one student disagreed with the statement. The above result reveal that the value of identifying objective is a key for motivation to students of second year .

Q8: Do You think that the lack of motivation negatively affects the psychological side of students?

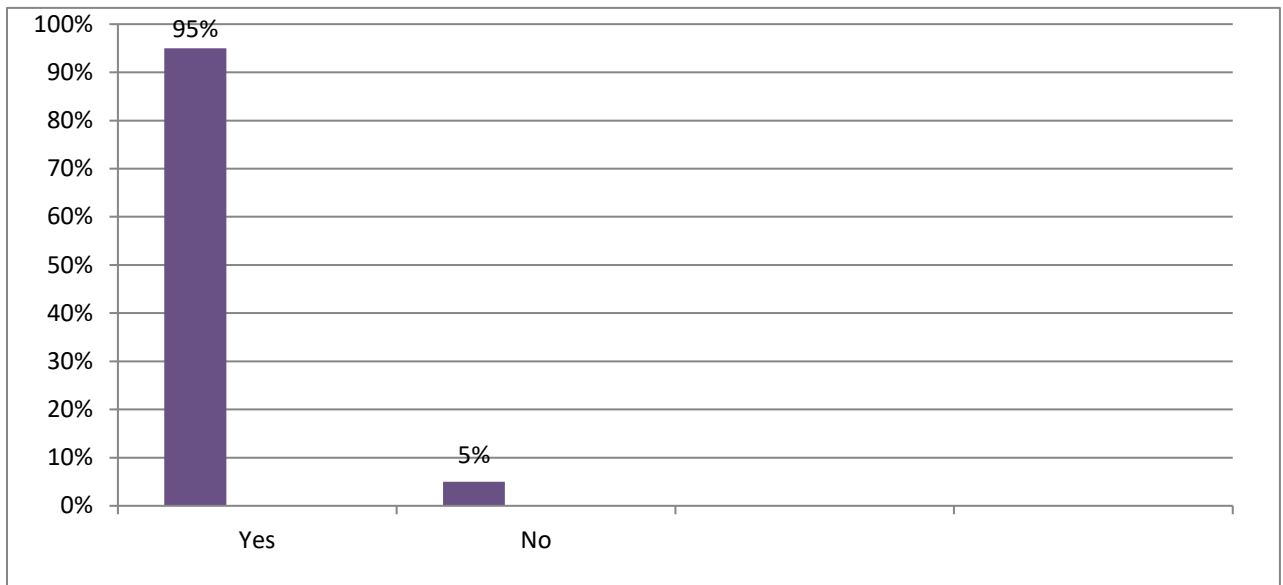


Figure 2.6 the effect of lack motivation on the psychological side

The above graph reveals that the affects of motivation on psychological side of the students, Only 2 informants answered negatively the question. 1 student among the two learners answered with “ NO” and wrote beside it “NEVER AGREE”. The percentage 95% represent the majority of the respondents who think that the lack of motivation affect negatively the psychological side of students .So, motivation is essentiel to improve academic acheivement,it leads to increased effort and energy.

Please justify

Students’ illustration can be summarized in the following claims:

- It can affect the way of thinking:they can become overthinkers about their future relater to their studies.
- When the student is motivated, He will prove all his capacities. Consequently, He will get a good result.
- Because when there is no motivation there will be no productivity.

- Because i do not like any kind of motivation ,it gives me negative energy.
- Because the students need some motivation which can guide them to realize their aims easily.

Q9: According to you, How does time management affects students' motivation?

This question aim at knowing the effects of time management on students motivation ,Students' illustration can be summarized in the following claims:

- Time management affect the student by making him positive and productive .
- Time management is the mirror of everyone because we can not get have a good result without programme.
- Time management can help students on being more productive, there is no stress no anxiety.

2.5 Conclusion

This chapter sheds light on the students and the teachers questionnaire to know what is the impact of time management techniques on developing students' motivation ,it also supliethe analysis and the interpretation of the data gathered from research instrument , through this chapter the result reveal that most of students are not motivated ,and , the way using their time affect negatively the students . in conclusion ,motivation is a crucial element for learners and time management is considered as akey for motivated students.

Chapter Three

Chapter three: Discussion and Interpretation of the Findings

- Introduction
- Interpretation of the Data
 - ❖ Teachers' Questionnaire
 - ❖ Students' Questionnaire
- Suggestions and recommendations for teachers
- Techniques for Motivating Students
- Keys to become a good teacher
- Conclusion

3.1 Introduction

The purpose of this descriptive study is to evaluate the impact of time management on students' motivation. Due to the challenges caused by the prevailing situational constraints, one study technique, namely a questionnaire delivered to both students and learners, has been implemented for data collection.

3.2 Interpretation of the Data:

The result yielded by each item in the questionnaire are interpreted numerically .

3.2.1 Teachers' Questionnaire:

The first two questions were designed to learn about the teachers' backgrounds, including gender and teaching experience. Q3 inquired whether or not students are motivated throughout the teaching process. The findings indicate that the vast majority of them are unmotivated. However, they are sufficiently motivated in class. Teachers were required to defend their replies to Q4, which is closely connected to the prior one.

Teachers' examples can be summarized as follows:

- The lecture's topic is uninteresting.
- They are dissatisfied with the method of instruction.
- They are bored

According to the answers to Question 5, all of the teachers believed that it is beneficial for students to employ motivational approaches in the classroom. In Q6, the great majority of instructors polled on the influence of time management on students' motivation stated that motivation has a good effect on students and that motivated students are preoccupied with learning. As a result, they place little value on juvenile conduct. This indicates hypothesis 1 is correct. However, just one instructor continues to believe that motivation does not influence disciplinary issues. Some kids, he or she claims, are unmotivated, but they do not cause disciplinary problems; all they do is remain silent.

3.2.2 Students' Questionnaire:

1- Should a motivated Student be a good Time Manager?

In response to question one, the vast majority of informants "strongly agree," while some "agree," and a few students voice dissatisfaction. This means that the majority of students value spending time attentively. These findings highlight the fact that a good time manager is someone who is concerned with how they use their time..

2-Should a good Time Manager be a motivated Student?

Concerning problem two, which seeks to determine if an effective time manager should be motivated, The questionnaire suggests that the majority of the respondents are motivated. This implies that motivation is important to them, and it is correct to state that time management plays an important part in student motivation.

3-Please tick(X) for your answer

Concerning the forms of motivation in question three, the result shows that extrinsic and intrinsic motivation can influence behavior in various ways since motivation motivates individuals to act in ways that bring them closer to their objective. It is focused on your emotions and achievement goals, which means that the majority of students require both intrinsic and extrinsic motivation.

4-Do you require establishing a Personal schedule for your Time spending as a Student?

The following question seeks to ascertain the number of students who develop a timetable and its significance in their studies, since Levin (Levin) (2007) suggested that having an approach to time management as well as making a schedule helps students produce better work. The results reveal that students who utilize time tables to manage their time are more motivated and get higher grades. As a result, motivational students are conclusively timetable users.

5-Which is more Important to Time Management?

The question at hand attempts to discover the student's motivation for applying a time-management approach. Furthermore, the results indicate that the majority of students are aware that a good student should have good time management skills and study for assimilation and to earn excellent grades.

6-Only good Time Management Students will use their time more productively

This expression intends to emphasize the significance of productivity in getting excellent grades. These results are perfectly consistent with the results discovered in the other sections. In the same vein, Jay (2002) claimed that Pareto's principle explains why productivity is not working long hours but rather focusing energy on the job as efficiently as possible.

7-Amotivated Student identifying Objective before deciding on a Strategy to carry out Academic tasks.

Dealing with the importance of setting objectives before selecting how to spend your time. However, the significance of setting objectives is evident to all students; they utilize objectives as an element that determines the amount of time required to complete assignments. To summarize, these findings show that the objectives are a success benchmark shared by second-year students.

8-Do you think that the Lack of Motivation Negatively affect the Psychological Side of Students?

When asked if they were motivated by their psychological side, the great majority of students have expressed their agreement." Whereas a few students disagreed, this indicates that motivation is strong, allowing students to acquire valuable outcomes such as increased performance and greater well-being. Motivation is a means of changing our way of thinking, feeling, and acting.

9-According to you, How does Time Management affect Student's**Motivation?**

Regarding the effects of time management on student motivation, the majority of responses were favorable, confirming that time management helps students finish more in less time since their attention is focused and they are not wasting time.

3.4 Suggestions and recommendations for teachers:

In light of this study's clear findings, various suggestions and recommendations have been offered:

3.4.1 Techniques for Motivating Students:

It is well acknowledged that this new generation of students is not easily motivated to study, particularly when professors employ traditional methods of instruction. Despite the difficulty of his duty, the teacher plays an important role in supporting and inspiring his students. Thus, Palmer (2005: 1863) advised the following to motivate your students:

- Set tasks at a moderate level of difficulty so that learners can experience success on a regular basis;
- Use novel or unusual experiences to pique learners' interest;
- Increase the meaningfulness of content and tasks by relating them to the learners' lives (authentic, realistic, interesting, and relevant);
- Use a variety of different types of activities and tasks;
- Allow learners to be active participants in the lesson.
- Allow learners a realistic level of choice in work partners, activities, and task formats;
- Allow learners to work individually or collaboratively in situations that do not encourage competition;
- Provide assessment feedback and use praise that rewards effort and improvement (these are given privately to avoid social comparison);

- Be supportive, reassuring, and attentive to learners.

There are several techniques for motivating students, and these techniques can be classified into two groups: intrinsic and extrinsic. Intrinsic motivation techniques aim to inspire students from within, and they include creating a positive classroom environment, providing opportunities for self-discovery, and fostering a sense of ownership over learning. On the other hand, extrinsic motivation techniques involve using external rewards and incentives to encourage students, and they include praise and recognition, grades, and prizes. While both intrinsic and extrinsic motivation techniques can be effective, research suggests that intrinsic motivation techniques are more powerful and long-lasting, as they help students develop a love for learning that is not dependent on external factors. Ultimately, the most effective approach to motivation is a combination of both intrinsic and extrinsic techniques, tailored to the specific needs and interests of individual students.

3.4.2 Keys to become a good teacher:

Some individuals believe that teaching is an easy career. In reality, it necessitates a patient instructor who must cope with a variety of personalities. Every student thinks and behaves differently. As a result, in order to be a good and beloved teacher (Beidler: 1997), he made the following recommendations:

- A good teacher really wants to be a good teacher. This indicates that he or she always does his or her best to be a good teacher rather than working just for financial gain.
- A good teacher takes risks. This teacher always strives to introduce something new into the classroom, even if he fails, but the most important thing is that he does not fear failure and instead keeps trying until he succeeds.

- A good teacher has a positive attitude. A good teacher should not always complain. Having good views toward his students is extremely beneficial to him since positivity is a driving factor for achievement.
- A good teacher never has enough time. This teacher is busy doing his work, and he understands that a good teacher should benefit from every single moment.
- A good teacher views teaching as a form of parenting. That is, a good teacher treats students as if they are his own children, being kind in some situations but strict in others.
- A good teacher tries to give his students confidence: A good teacher always tries to give confidence to his students by encouraging and pushing them to speak up in class. in opposed to this, some teachers tend to frustrate their students by jeering at them just because they did not understand the lecture or they wear fashionable clothes which could be stranger for some teachers.
- A good teacher tries to motivate students: A good teacher tries to develop his own skills and raise the level of the challenge in his classroom by motivating students and engaging them in the learning process.
- A good teacher does not trust students evaluations : A good teacher if he receives a positive evaluation from his students, he does not totally trust them, because he always tries to find a negative evaluation from one or two students perhaps concerning his way of teaching .Therefore, this teacher seeks for such negative evaluations to improve his performance.
- A good teacher listens to his students: Listening to your students is very useful. On one hand, it improves your teaching. On the other hand, you give your students the opportunity to express themselves freely and fearlessly.

3.5 Conclusion:

This chapter focused on the research of students and teachers' questionnaires to determine the impact of motivation on learners. It also offers an explanation of the data collected. The findings in this chapter indicate that the majority of students are unmotivated. This lack of motivation is seen as a critical factor in the development of several disciplinary issues. In conclusion, time management is a crucial skill for students as it can have a significant impact on their academic performance, mental health, and overall success in life. Effective time management helps students prioritize their tasks, reduce stress, and achieve their goals. Students who master time management are more likely to excel academically, have better time for hobbies and extracurricular activities, and develop essential life skills that will benefit them in the future. Therefore, it is important for students to invest time in learning and implementing effective time management strategies to maximize their potential and achieve success in their academic and personal lives.

General Conclusion

General Conclusion

General Conclusion

Motivation is a crucial part of the teaching process. The teaching and learning processes cannot bear fruit in an environment that lacks motivation. Whatever the curriculum is creative and innovative, it will not have a minimal impact in the absence of motivation, control, and discipline within the classroom, and whatever lessons are inspiring and exciting, they will not affect students' behavior. Thus, motivation is seen as an effective technique that helps overcome various disciplinary problems that occur in universities. Throughout this dissertation, we sought to investigate the effect of time management on student motivations among second year students at 'MoulayTahar " Saida University. In the first chapter, we discussed the relationship between time management and motivation. On the one hand, we shed light on time management through its definition, strategies, importance, and well-known theories. On the other hand, we have dealt with the definition of motivation, its types, the reasons behind them, and the impact of time management on students' motivation. Concerning the practical part, one means of data collection has been used: the questionnaire. Two questionnaires were devoted to the second-year English students and teachers at the English Department at Saida University. The purpose is to check whether or not motivation can impact students' motivation among second-year students, moreover, if teachers can use motivation as a technique to overcome those rising problems. The results obtained in both questionnaires confirm the hypotheses that time management affects students' motivation, namely, that if a student manages well his or her time , he or she will be more motivated. On the other side, teachers show their willingness to use motivation as a technique in the future, although they are already using it.

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Appendices

Teachers' Questionnaire

Dear Teacher.

The present questionnaire is designed to throw some light on the impact of time management on developing student's motivation. I would be deeply grateful if you accept to fill in the questionnaire that would contribute to my finding.

Please, tick the answer that would think more appropriate

1- Specify your gendre

a- Female ☐

b- Male ☐

2- Your teaching experience

.....
.....
.....

3- During your teaching, are your students motivated enough?

a- Yes ☐

b- No ☐

4- If no, justify

.....
.....

5- What if the the students decided to use some techniques that motivate them in the classroom? Do you ?

Apendices

a- Strongly agree

b-Agree

c-Disagree

d- Strongly disagree

6- According to you, How does time management affect student's motivation?

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Thank you for your collaboration

Students' Questionnaire

Dear student,

I would be very grateful if you could answer the present Questionnaire intended to collect data for My Master research entitled "the Impact of Time Management in developing student's motivation". Your answers will be very helpful to accomplish this study.

Please do not mention your name on this paper.

Section one :personal information

1-Please indicate your gender :

☐

Male

☐

Female

2-Please select the category that includes your age:

☐

22-24

☐

24-26

Section two: Student's Perspective about the impact of time management.

1-Amotivated student should be a good time manager?

☐

Strongly Agree

☐

Agree

☐

Disagree

Apendices

2-Agood time manager should be a motivated student?

☐	Strongly Agree
☐	Agree
☐	Disagree

3-Please tick(X) for your answer

Impact of time management on student's	Negative impact	Positive impact
Intrinsic motivation		
Extrinsic motivation		
Amotivation		

4-Do you require establishing a personal schedule for your time spending as a student?

☐	Yes
☐	No

5-Which is more important to time management?

☐	Assimilation
☐	Motivation
☐	Both

6-Only good time management students will use their time more productively

Apendices

☐	Strongly Agree
☐	Agree
☐	Disagree

7-Amotivated student identifying objective before deciding for a strategy to carry out academic task.

☐	Strongly Agree
☐	Agree
☐	Disagree

8-Do you think that the lack of motivation negatively affects the psychological side of students?

Yes ☐ No ☐

Please justify:.....

.....

.....

9-According to you, How does time management affect student's motivation?

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Résumé

La présente étude a été conçue pour étudier l'impact des techniques de gestion du temps sur le développement de la motivation des étudiants au niveau universitaire de deuxième année. Les principaux objectifs de l'étude étaient de découvrir des techniques de gestion du temps chez les étudiants de deuxième année. Découvrir la motivation des étudiants en utilisant des techniques de gestion du temps. Dans cette recherche, il est suggéré que si un étudiant gère bien son temps, il sera plus motivé. Les données de cette enquête ont été recueillies à l'aide d'un seul outil de recherche, un questionnaire. Ce dernier a été administré aux étudiants et aux enseignants du département d'anglais dans le but d'évaluer l'impact de la gestion du temps sur la motivation des étudiants en tenant compte des perceptions des étudiants et des réalisations antérieures. Les résultats indiquent que la gestion du temps a un effet important sur les résultats scolaires des étudiants, qui sont généralement déterminés par la motivation. Cela signifie que la sensibilisation des élèves à l'utilisation efficace du temps par la planification et la compréhension des tâches est une condition préalable pour obtenir de meilleurs résultats grâce à la motivation. Par conséquent, il est recommandé que des stratégies de gestion du temps pour réussir dans le multitâche soient incorporées dans le programme correspondant. Les données de cette enquête ont été recueillies à l'aide d'un seul outil de recherche, un questionnaire.

Mots clés : gestion du temps, techniques, développement, motivation

ملخص

صممت الدراسة الحالية لبحث تأثير تقنيات إدارة الوقت على تنمية دافعية الطلاب في المستوى الجامعي الثاني. كانت الأهداف الرئيسية للدراسة هي معرفة تقنيات إدارة الوقت بين طلاب السنة الثانية. لمعرفة دوافع الطلاب باستخدام تقنيات إدارة الوقت. في هذا البحث ، يُقترح أنه إذا تمكن الطالب من إدارة وقته بشكل جيد ، فسيكون أكثر حماسًا. تم جمع البيانات الخاصة بهذا التحقيق باستخدام أداة بحث واحدة فقط هي الاستبيان. تم تقديم هذا الأخير لكل من الطلاب والمعلمين في قسم اللغة الإنجليزية بهدف تقييم تأثير إدارة الوقت على تحفيز الطلاب من خلال مراعاة تصورات الطلاب والإنجازات السابقة. تشير النتائج إلى أن إدارة الوقت لها تأثير مهم على التحصيل الدراسي للطلاب ، والذي يتم تحديده بشكل عام من خلال الدافع. هذا يعني أن زيادة وعي الطلاب فيما يتعلق باستخدام الفعال للوقت من خلال التخطيط وفهم المهام هو شرط أساسي لتحقيق نتائج أفضل بفضل التحفيز. ومن ثم ، فمن المستحسن أن يتم دمج استراتيجيات إدارة الوقت للنجاح في تعدد المهام في المناهج الدراسية المقابلة. تم جمع البيانات الخاصة بهذا التحقيق باستخدام أداة بحث واحدة فقط هي الاستبيان

الكلمات المفتاحية: إدارة الوقت ، التقنيات ، التطوير ، الدافع