

**THE EFFECT OF STUDY AND TIME MANAGEMENT SKILLS OF
UGIV HAUSA EDUCATION STUDENTS OF USMANU DANFODIYO
UNIVERSITY SOKOTO**

BY

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**BEING A RESEARCH PROJECT SUBMITTED TO THE
DEPARTMENT OF EDUCATIONAL FOUNDATIONS, FACULTY OF
EDUCATION AND EXTENSION SERVICES USMANU DANFODIYO
UNIVERSITY, SOKOTO IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF BACHELOR DEGREE IN
ARTS EDUCATION (B.A.ED)**

OCTOBER, 2015

THE CERTIFICATION

This project has been read and approved as meeting the requirements of the Faculty of Education and Extension Services, Department of Educational Foundations Usmanu Danfodiyo University Sokoto, for the award of Bachelor Degree in Arts Education (B.A.ED)

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DEDICATION

This research project is dedicated to our beloved parents and families who took the trouble of our upbringing in a atmosphere that we have been able to go to school and further our Education up to the University level. May ALLAH bless them and reward them abundantly and make “Jannatul Firdausi” their final abode, Ameen.

ACKNOWLEDGEMENTS

Praise be to ALLAH, the lord of the world, the beneficent the most merciful who made it possible for us to start and complete this programmed successfully within the time scheduled.

Our profound gratitude goes to our supervisor in person of Dr.G.A. Mahuta who contributed immensely towards the successful completion of this work he took the cause and pains of supervising and correcting all detectable errors despite his tied schedule, may Almighty ALLAH reward him and his family abundantly.

This research work can never be completed without appreciating and thinking entire staff of Faculty of Education who contributed with great effort for our success.

Lastly our sincere thankfulness and appreciation go to our families and friends who encouraged and associated us towards completion of this programme; may Allah bless them in abundance. Ameen

ABSTRACT

The research study investigated and identified the effects of study and time management skills of UG IV Hausa Education Students of Usmanu Danfodiyo

University Sokoto. A self developed questionnaire was used as the instrument for data collection. It was found that lack of proper time management is one of the problems affecting their study. It was suggested that at the start of a semester, students should get an overview of the weeks ahead by noting down lectures, presentations, exams, assignments and due dates as well as their other commitments outside the University. By doing this, they can see where there is peak pressure on their time and enable them to plan what needs to be done and when.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Hausa is the largest and dominate language in northern Nigeria. Education is the process of teaching or learning, especially in a school or college. The educational journey from pre-school to high school can be quite challenging. In pre-school and elementary school, students often receive individualized instruction from teachers during the learning process. In addition, pupils may spend several periods each day with the same teacher and classmates.

However, in the middle school, students are likely to become mobile as they move from class to class to take courses from teachers in specialized areas. High school offers even more challenges. Students are actively engaged in determining which courses they take. Their courses are taught by different teachers and the students in their classes change from period to period. In this environment, students must make too rapid adjustments. First, they must become comfortable and efficient with the greater autonomy and responsibility presented by large and often impersonal high schools (Ford, Obiakor, and Patton, 1995). Second, they must adjust to a wide array of teaching styles, instructional techniques. Study Skills are strategies and techniques that enables you to make the most efficient use of your time, resources, and academic potential. Developing and improving your study

skills can help you. It should be noted that study skills and time management can help in this regard to the development and progress of the language into high position of recognition, be it in writing books, papers, and pamphlets e.t.c.

This study is based on the fact that a lot of issues have been raised on the effects of study and time management. It is very clear that the need of good and efficient study orientation skills is a compulsory element to the students. They will encounter so many problems in their study due to the different needs of study skills and learning system (William, 2005; Kimberly, 2004). The student's task in overcoming their study difficulties is a need to adapt and adopt a new academic and social environment. The number of problems in UG IV Hausa Education Students of Usmanu Danfodiyo University Sokoto are large; some occur due to poor consultation among themselves. With the above mentioned problem of UG IV Hausa Education Students of Usmanu Danfodiyo University Sokoto, it is expected that, this study will give the way out which will help UG IV Hausa Education Students of Usmanu Danfodiyo University Sokoto.

1.2 Statement of the Problem

It needs to be made clear that the need of good and efficient study orientation is a compulsory element to the students. William (2005) opined that students will encounter so many problems in their study due to the different needs of study skills and time management. The student's task in

overcoming their study difficulties is a need that entails to adapting or adopting a new academic and social environment. Katherine (2003) states that the obvious problem faced by these secondary school students when the study in the university or during their first year study is adapting to the way of study. This is related to study skills parameters such as note taking during listening to lecture, assignment writing skills, library skills, examination skills, effective study techniques and academic background. Students will identify what time management is, how it can be used in their role as a student and some tools to help them implement time management. It is in recognition to the fact that writing in the aspect of study and time management skills is very scarce, their this research is embarked upon in order find one the effects of study and time management skills of UG IV Hausa Education Students of Usmanu Danfodiyo University Sokoto in order to increase the body of knowledge in the area.

1.3 Objectives of the Study

The aim of this research is to find out the effects of study and time management skills of UG IV Hausa Education Students of Usmanu Danfodiyo University Sokoto. The study specifically concern with the following objectives:

1. To determine the effectiveness of the study and Time management skills of UG IV Hausa Education Student of Usmanu Danfodiyo University Sokoto.

2. To find out the relationship between effects of study skills and time management skills of UG IV Hausa Education Students of Usmanu Danfodiyo University Sokoto.
3. To find out how UG IV Hausa Education Students manage their time and balance their academic studies with other aspects of their life of UG IV Hausa Education Students of Usmanu Danfodiyo University Sokoto..
4. To find out how UG IV Hausa Education Students can prepare for and take examinations of UG IV Hausa Education Students of Usmanu Danfodiyo University Sokoto.
5. To provide solutions to the problem of time wasting in UG IV Hausa Education Students of Usmanu Danfodiyo University Sokoto.

1.4 Research Questions

1. What is the effectiveness of study and time management skills for UG IV Hausa Education Students?
2. What is the relationship between effects of study and time management skills for UG IV Hausa Education Students?
3. In what ways does UG IV Hausa Education Students of Usmanu Danfodiyo University Sokoto prepare for and take examinations?
4. How does UG IV Hausa Education Students manage their academic studies with other aspects of their life?

5. How can this study provide solutions to the problem of time wastage by UG IV Hausa Education Students of the Usmanu Danfodiyo University Sokoto?

1.6 Significance of the Study

This research is significant because study and time management have been neglected. This study will therefore add knowledge to the body of information on this topic. It is hoped other students and researchers would find information in this study very beneficial.

This study is hoped to be beneficial because it will reduce the effects of study and time management skills within course mates. This study, therefore, will contribute in no small measure to the research of students' towards addressing the issues of time management skills of various types of undergraduate students.

This study will help Students to identify what time management is, how it can be used in their roles as students and what tools they will use to help them implement the time management.

1.7 Scope and Delimitations of the Study

This study is set out to investigate the effects of study and time management skills of the undergraduate Hausa Education Students of the Usmanu Danfodiyo University Sokoto. The study is to be restricted to the study of time and management skills of the undergraduate UG IV Hausa Education Students of Usmanu Danfodiyo University Sokoto. The study is not concerned with any other level of Hausa Education Students but UG IV and is not concerned with any other course of any level.

1.8 Operational Definitions of Terms

The followings definitions here are defined operationally:-

Effective: This means to be Successful in producing a strong or favorable impression on people.

Study: Application of the mind to the acquisition of knowledge through reading, investigation or reflection.

Time: It is a limited period during which an action, process, or condition exists or take place. It is a period that you need for a particular activity to be accomplished.

Management: It is the organizing and controlling of the affairs of a business or a sector of a business.

Skill: The ability to do something well or expertise to do a particular task.

UG: This refers to undergraduate; it is used here to refer to a university or

college student who has not yet taken a first degree, especially a bachelor's degree.

Education: The imparting and acquiring of knowledge through teaching and learning, especially at a school or similar institution.

Pre-school: This is a planned educational program for children before entering primary school usually aged between 3 to 5 years before a child is strong enough to go to school.

Middle school: This is the transitional period between elementary school and high school or a school for children from about 9 to 13 years old.

High school: The names of schools for children aged from 11 to 18 years old.

Hausa: The chadic language of Hausa, spoken by some 300 million people, mainly in Nigeria and Niger, and used as a lingua franca in parts of west Africa.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction:

This chapter aims at carrying out a review of related literature in respect to the views of scholars concerning effects of study and time management skills. That is to say the intention of the study is to review previous studies that are related to the present topic under investigation. In an attempt to bring into clear perspective of the subject matter, this chapter tries as much as possible to look into the concept of study skills, the concept of time management skills, as well as the importance of study and time management skills.

2.2 Conceptual framework

2.2.1 What is a study skill?

Study skills are processes of met recognition, which is self awareness of one's thinking and learning. Learners who are able to step back and monitor their thinking and learning are able to use strategies for finding out or figuring out what they need to do (Anderson 2002, p.1).

Harold Koontz (2007). The time management process involves self-recognition of the individual first, familiarity with his/her own personal traits, conducting analysis on the time-use problem and collecting relevant data,

assessing alternative solutions, selecting and implementing one of these alternatives(Izand, 2010). Time management is the skill which makes the difference between graduating and drop out.”(Pickford & Brown 2006).

“Time management is arguably one of the two most basic study skills, the other one being reading.” Fry (1997) Time management has been described using many different terms including spontaneity, balance, flexibility, and having control over time Lakein (1973). Time management has also been characterized as a habit developed only through determination and practice as prioritizing and respecting those priorities, (Soucie 1986) and as setting priorities and scheduling tasks, (Jordan 1989).

According to sanders (1980) Study Skills are strategies and techniques that enables you to make the most efficient use of your time, resources, and academic potential. He opined that developing or improving ones study skills can help him to:

- A. Make more efficient use of his study time and get more work done in less time,
- B. Make his learning easier, and help to retain what he has learned for longer days,
- C. Feel the work and effort involved as worthwhile; because it ‘pays dividends’, Sanders (1980).

Study skills are processes of met cognition, which is self-awareness of one's thinking and learning. Learners who are able to step back and monitor their thinking and learning are able to use strategies for finding out or figuring out what they need to do (Anderson 2002, p. 1).

2.2.2 Types of study skills

Components of met cognition include: -

- (1) Preparing to learn
- (2) Acquiring, processing, and retaining information
- (3) Applying what has been learned
- (4) Monitoring and evaluating strategy use and learning Anderson (2002), EMSTAC (2001). Each of these categories involves study skills that can be explicitly taught.

2.2.3 When is the best time to study?

According to Adam (2013), the best time to study is:

- When you are most alert.
- When you are free of distractions.
- Ideally, immediately after taking a class, so you can review, rethink, and reinforce what you have learned.

2.2.4 When to study?

❖ **Daily Reviews:**

- Successful students read and review notes before each class to recall information from the previous class and to warm up for learning.
- Repeated exposure to the material will store in your long-term memory.
- Review your notes immediately after each class to reinforce learning or within a 24-hour period for best recall.

❖ **Weekly Reviews:**

- At the ends of the week go over your notes for the week.
- This will refresh your memory and promotes better recall of the material.
- Again, Repetition is the key to remembering.

❖ **Pre-exam Reviews:**

- These reviews are longer, from 3-5 hours.
- Break your study session into one-hour blocks with ten-minute breaks in between.
- Get up, stretch, get a drink, and move around during your break.

2.2.5 Study with memory in mind it is a brain game

Within two days of learning the lesson material, students will remember less than **70%** of what they have learned. At the end of thirty days, students will remember approximately **40%** of the lesson material. **To maintain at least a 70% level, a review should be conducted within two days.** Successive

reviews will cause long-lasting retention of lesson material you would rather go for a run or walk if something is bothering you, rather than sitting at home.

- Use touch, action, movement and hands-on work in your learning activities.
- Use physical objects as much as possible. Physically touch objects as you learn about what they do. Flashcards can help you memorize information because you can touch and move them around.
- Keep in mind as well that writing and drawing diagrams are physical activities, so don't neglect these techniques. Perhaps use big sheets of paper and large color markers for your diagrams. You then get more action from the drawing.
- Use role-playing, either singularly or with someone else, to practice skills and behaviors. Find ways to act out or simulate what you are learning.

2.2.6 What is time management skill?

“Time management is the skill which above all others can make the difference between graduating and drop out.” (Pickford & Brown 2006: 47).

“Time management is arguably one of two of the most basic study skills, the other one being reading.” (Fry, 1997:2)

2.2.7 How to Create a Goal for Time Management?

What would you like to change about your current time management? For example, would you like to devote more time to studying? The first step is to

make a concrete goal. Better yet, make sure your goal is S.M.A.R.T

S.M.A.R.T. Goals

- S = Specific

A specific goal has a greater chance of being accomplished.

When thinking of your goal, consider “who is involved,” “what you want to accomplish,” “when you want the goal accomplished,” “which requirements/restraints will provide obstacles,” and “why you want to accomplish the goal.”

- M = Measurable
- A = Attainable
- R = Realistic
- T = Tangible
- S = Specific
- M = Measurable

Establish a concrete means for measuring the progress towards your goal. To determine if your goal is measurable, ask the questions: “How much?” “How many,” and “How will I know when it is accomplished?”

For example, if your goal is raise a B to an A-, you can measure your quiz and test grades to see if you are on track.

- A = Attainable
- R = Realistic
- T = Tangible
- S = Specific
- M = Measurable
- A = Attainable

Identify a goal that is most important because then you'll adopt an attitude and plan proper to make sure it actually comes true. **Remember**, reaching goals requires thoughtful consideration and planning. Make sure you picked a goal that you will actually take the steps you planned out!

- **R = Realistic**
- **T = Tangible**
- Now, determine a smart goal for how you hope to change your current time management behavior.

Write down this goal

- Share a goal with a friend who will be committed to asking your progress and support you!

2.2.8 How to eliminate Time Thieves?

1. Identify what steals your time.
2. Organize a plan and a "to do" list...

- List your obligations
- Set time limits
- Avoid new commitments that would...
 - a. Not be a priority
 - b. Would take away time from meeting your new goal
- Schedule enough time to sleep, eat, and exercise!

3. Spend 15 minutes to clean and organize your room and or study space
(set an alarm to let you know when those 15 minutes are up).

4. Start on your to-do list.

- When starting on a project (specifically homework or a paper), schedule only 10 to 15 minutes and put pen to paper.
- Do not worry about neatness or being correct. Rather, use this time to loosen up your brain and brainstorm ideas.

5. Say “NO” to interruptions.

- Do not answer the door or your phone.
- Unhook the internet (unless if it is needed) and TV.
- Deactivate your facebook account for a while.

6. Make this a routine!

- Complete as many of your tasks as possible, but don't let it cut into your sleep or food.
- Prioritize what needs to be done, cut things into short increments of time, and discipline yourself with the time scheduled. As you continue....it will get easier to create and finish your "to do" lists! (Kelly Herbolich 2009) (Carol Kanar 2001).

2.2.9 Advantages of time management:

According to Lawrence (2012) the following are the advantages of time management:

1. gain time
2. motivates and initiates
3. reduces avoidance
4. promotes review
5. eliminates cramming
6. reduces anxiety

2.3.0 Principles for effective time management.

According to European Journal of scientific research (2008), the following are principles for effective time management.

A. Planning: This involves the formulation of goals and definition of practical ways or steps to be taken to achieving same. If you are committed to bridging

the gap between your potential and your performance, better time management should become your lifestyle choice. There are three types of plans namely:

- I. Strategic plan
- II. Intermediate plan
- III. Short term plans.

✓ **Guidelines for planning includes:**

- I. Be specific about goals.
- II. Make goals that are attainable.
- III. Set quantity and time targets for same.
- IV. Mind the association you keep. Do not relate with dream killers.
- V. Start little and with what you have.
- VI. Be sincere.
- VII. Do not isolate yourself.
- VIII. Be flexible.
- IX. Move plans to appraise your results.

B. Organization: Organization means putting all resources you have into plan to achieve personal goals. Listed below are principles for personal organization at work.

- I. Setting your priorities.
- II. Time targets are set for priorities.
- III. Allow time space for the unexpected.
- IV. Do not embark on more than one project at a time.

- V. Be a productive thinker.
- VI. Separate duties properly.
- VII. Work according to your temperament.
- VIII. Do not develop impossible systems.
- IX. Allow time for idle minute between meetings and major jobs.
- X. Focus on results not in activity.

C. Responsibility: The essence of modern management borders on responsibility and accountability. It is common to find people passing the buck for every iota of failure or irregularity. Winston Churchill said “The price of greatness is responsibility. The steps towards responsibility are:

- I. Being responsible for who you are.
- II. Being responsible for what you can do.
- III. Being responsible for what you have received.
- IV. Being responsible to those that lead you.

D. Accountability and integrity: It is one thing to have a goal or dream; it is another thing to achieve that same goal. At the end of specific periods, it is important for every responsible person to take stock of actual results of his/her actions and compare same with plans.

2.3.1 Importance of study and time management skills

Lawrence (2012), it is extremely important to maximize your use of time as a student and later on in the world of work.

Here are seven (7) important to assist the student:

1. Start each day by spending at least 5 min writing a “to do” list consisting of the tasks you need to accomplish. If the daily routine does not work for you then do it on the weekend looking forward to the next week.
2. Prioritize the tasks by A- the most important things, to B-the next less urgent things, to C- those that can wait.
3. Try to have a set place to study every day away from distractions.
4. Identify you your best time to study—early morning, after school, or after dinner.
5. Study your most difficult subjects first when you are mentally fresh and can quickly process information.
6. Take breaks during studying. Use a timer to stay focused for 20-30 minute intervals. Then take a break. Much time is wasted by just sitting there and daydreaming. Students say, “my homework takes me four hours,” when in fact they sat there for four hours and actually did homework for 60 minutes.
7. Have a balanced life while going to school. You need a social life with activities and/or sports.

2.3.2 What is the relationship between time management and studying?

Studying requires **TIME** on task:

- Time for reading
- Time for taking notes
- Time for writing
- Time for working on projects
- Time for learning new information

2.4 Summary and Uniqueness of the Study

This chapter reviews relevant literature on study and time management skills. The chapter is structured into six sections. Section one is introductory aspect of the chapter; section two is conceptual framework; section three presents the principles for effective time management; section four contains importance of study and time management skills; section five presents the relationship between time management and studying; and lastly section six contains summary and uniqueness of the study.

Researches on the effect of study and time management skills are very inadequate. The literature identified and used in the study shows that researchers have either studied the effects of study skills or time management skills in isolation, but not incorporating both concepts. For apotheosis, the studies on the effects of study were conducted by the following researchers: Deborah (2006), Indreica (2011), Anderson (2002) and Adam (2013), among

others; and on the other hand, the studies on the time management skills were carried out by the following researchers: Brown (2006), Pickford & Brown (2006), Kelly (2009) and Lawrence (2012), amongst others. Therefore, the gaps identified in the literature that this study intends to fill are as follows. Firstly, despite numerous studies carried out on these concepts, to the best of our knowledge no study has converged the both concept of study and time management skills. Secondly, also there is no research on study skills and time management skills conducted on UG IV Hausa Education Students of Usmanu Danfodiyo University Sokoto. However, this study is unique in the sense that no previous studies conducted on these areas.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with research design, population of the study, sample and sampling technique, instrument of data collection, validity of the instrument reliability of the instrument, method of data collection as well as method of data analysis.

3.2 Research design:

Nwana (1981) defines research design, as "a term used to describe a number of decisions which need to be taken regarding the collection of data before ever the data are collected." Research design is also defined as a "Scientific plan, drawing or scheme indicating the picture and functioning or workings of the research process before it is engaged is (Okezie, 2002). Survey research is a method of investigation that uses questions to collect information about how people think and act. According to Salawu (2013) "survey research this type of research involves collection of data through development of questionnaire or other instrument". Survey research does not belong to any one field almost any discipline. The benefit of using survey research in this study is; that it would provide a high level of general capability in representing a population. The design used is necessary as it would help describes issues or variables under investigation.

According to Angus and Katona (1953), “it is this capacity for wide application and broad coverage which gives the survey technique its great usefulness...”

3.3 Population of the study

According to Asika (1991) a population is made up of all feasible elements or subjects relating to a particular phenomenon of interest to the researcher. While Adamu and Johnson (1994) sees it as “is a collection of individual items, whether of people or things that are to be observed in a given problem situation”. The population of this study comprises of all the final year UG IV Hausa Education Students of Usmanu Danfodiyo University Sokoto, with a total number of seventy (70) Students, sixty (60) male while ten (10) are female.

3.4 Sample and sampling technique

For the purpose of this research, seventy (70) undergraduate Hausa Education students of the Usmanu Danfodiyo University Sokoto would be selected and used as subjects of the study.

Population sample according to Wimmer and Dominick (2000) is a subset of the population, that is, the representative of the entire population. And as mentioned earlier, the sample size will be limited to seventy (70) UG IV final year Hausa Education Students of the Usmanu Danfodiyo University

Sokoto. This study therefore, used purposive sampling technique in selecting the samples for the study.

3.5 Instrument for data collection

In this research, questionnaire designed was the instrument for the study. According to Kolo “Questionnaire can be described as a response to indicate or express view on a given issues” the questionnaire used in titled,”---
-----“

The questionnaire was designed in close ended format and has options like {YES} OR {NO}. It is divided into two sections personal/biodata and main research questions based on the items in the research questions like effectiveness of study and time management, relationship between effects of study and time management, managing the academic studies into other aspects of life etc.

3.5.1 Validity of the Instrument

In order to validate this instrument of the study, the instrument was given to the supervisor for assessment and validation after thorough assessment the instrument was modified and restructured which made it ready for data collection.

3.5.2 Reliability of the Instrument

For the purpose of reliability, a pilot study was conducted in which the questionnaires were administered to one other Department other than Educational Foundations. The Department was not among the ones selected for the study. A test-retest method of reliability was used with an interval of two weeks in order to establish the stability of the questionnaire over time. After correlating the first and second responses using person product moment correlation coefficient formula as reliability index of 0.84 was realized.

3.6 Method of data collection

In order to collect data for this study, the instrument was administered to the respondents in a class by the researcher with the help of class rep UG IV Hausa Education Students. Each respondent will be served with a copy of the questionnaire, considering their sex, age, and working schedules. The respondents will be given free time to go through them and respond appropriately. After the filling of the response by UG IV Hausa Education Students of the Usmanu Danfodiyo University Sokoto, the questionnaire was collected back by the researcher for the purpose of data analysis.

3.7 Data Analysis

According to Zahradeen (1995) Data analysis involves putting the data received into tabular form in order ease comprehension and understanding of the relationship. The responses of the subjects were transformed into meaningful statistical data using percentage. The scores obtained from the instruments were subjected to simple statistically description for the purpose of answering the research questions the study. Similarly, Pearson product moment correlation coefficient was used to analyze the data and to test all the null hypotheses formulated for this study.

**CHAPTER FOUR
PRESENTATION AND ANALYSIS OF DATA**

4.1 Introduction

This chapter deals with the presentation analysis and discussion of the data collected base on the research questions formulated for the study. The chapter is presented based on the arrangement of the research questions as follows:

4.2.0 Research Question One:

What is the effectiveness of study and time management skills for UG IV Hausa Education Student of Usmanu Danfodiyo Sokoto?

Analysis of the research question was made and presented in Table 1

SN	Statement Item	Yes	No
1.	Needing effective time management in your study	77.1%	22.9%
2.	Scheduling your study time in daily or weekly plan is a waste of time	21.4%	78.6%
3.	Needing effective time management in your study	74.3%	25.7%
4.	Effective time management will increase your academic performance	94.3%	5.7%
5.	lack of proper time management is one of the problems affecting	90%	10%

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Sokoto

Item 1 in table 1 shows that majority of the Student (**77.1%**) they Need effective time management in their study while the remaining (**22.9%**) of the Student they don't need it. That means most of the Students in item 1they need

effective time management in their study. Item 2 in table shows that of (2.4%) viewed YES on the Scheduling study time in basis of daily or weekly opinion that were not. That means most of the Students in item 2 said **NO**. Item 3 in the table shows that majority of the Students (74.3%) said **YES** while the remaining (25.7%) of the Students said **NO**. That is most of the Students in item 3 said **YES**. Item 4 in table shows that majority of the Students (94.3%) said **YES** while the remaining (5.7%) of the Students said **NO**. That means most of the Students in item 4 said **YES**. Item 5 in table 1 above, it shows that majority of the Students (90%) said **YES** while the remaining (10%) of the Students said **NO**. That means most of the Students in item 5 said **YES**.

4.2.1 Research Question Two:

What is the relationship between effects of study and time management skills for UG IV Hausa Education Students?

Analysis of the research question was made and presented in Table 2

SN	Item Statement	Yes	No
1	Can time of the days affect your choices of study skills	78.6%	21.4%
2	Does studying require time for learning new Information	81.4%	18.6%
3	Do you agree that studying require time for attending lectures	91.4%	8.6%

4	Do you agree that studying require time for taking notes	85.7%	14.3%
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5	Do you agree that studying require time for reading	70%	30%
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Item 1 in table 2 it shows that majority of the Students (**78.6%**) said **YES** while the remaining (**21.4%**) of the Students said **NO**. That is most of the Students in item 1 said **YES**. Item 2 in table 2 it shows that majority of the Students (**81.4%**) said **YES** while the remaining (**18.6%**) of the Students said **NO**. That is most of the Students in item 2 said **YES**. Item 3 in table 2 above, it shows that majority of the Students (**91.4%**) said **YES** while the remaining (**8.6%**) of the Students said **NO**. That means most of the Students in item 3 said **YES**. Item 4 in table 2 above, it shows that majority of the Students (**85.7%**) said **YES** while the remaining (**14.3%**) of the Students said **NO**. That means most of the respondents in item 4 said **YES**. Item 5 in table 2 above, it shows that majority of the Students (**70%**) said **YES** while the remaining (**30%**) of the Students said **NO**. That means most of the Students in item 5 said **YES**.

4.2.2 Research Question Three:

In what ways does UG IV Hausa Education Students of Usmanu Danfodiyo University Sokoto prepare for and take examinations?

Analysis of the research question was made and presented in Table 3

SN	Item Statement	Yes	No
1.	Do you think that you need many hours each week which you will block out to study	70%	30%
2.	Do you need further clarification on your topics	85%	15%
3	Do you review your assignments before the examination	50%	50%
4.	Do you review your notes and textbooks several times before examination	78.6%	21.4%
5.	Do you likely face distraction and overcome them	74.3%	25.7%

Item 1 in table 3 it shows that majority of the Students (**70%**) said **YES** while the remaining (**30%**) of the Students said **NO**. That is most of the Students in item 1 said **YES**. Item 2 in table 3 above, it shows that majority of the Students (**85%**) said **YES** while the remaining (**15%**) of the Students said **NO**. That is most of the Students in item 2 said **YES**. Item 3 in table 3 above, it shows that (**50%**) of the Students said **YES** while the (**50%**) of the Students again said **NO**. That means all of the Students in item 3 they are equal. Item 4 in table 3 above, it shows that majority of the Students (**78.6%**) said **YES** while the remaining (**21.4%**) of the Students said **NO**. That means most of the Students in item 4 said **YES**. Item 5 in table 3 above, it shows that majority of

the Students (74.3%) said **YES** while the remaining (25.7%) of the Students said **NO**. That means most of the Students in item 5 said **YES**.

4.2.3 Research Question Four:

How does UG IV Hausa Education Students manage their academic studies with other aspects of their life?

Analysis of the research question was made and presented in Table 4

S/N	Item Statement	Yes	No
1	Do you think that there is a way for you to discover what available time you have to devote for study, recreation or other activities?	85.7%	14.3%
2	Do you think that if you find you are losing a lot of time for activities other than studying, you try to balance your schedule?	76.2%	23.8%
3	Do you agree that if you have more or less sleep than you should have, you may start lacking in your schoolwork and become lazy because of the distress or want to sleep?	80%	20%
4	Do you agree that too much stress can weak your body and affect your productivity?	61.9%	38.1%
5	Do you agree that multitasking hampers productivity and should be avoided to improve time management skills?	95.3%	4.7%

Item 1 in table 4 it shows that majority of the respondents (85.7%) said **YES** while the remaining (14.3%) of the respondents said **NO**. That is most of the respondents in item 1 said **YES**. Item 2 in table it shows that majority of the respondents (76.2%) said **YES** while the remaining (23.8%) of the respondents said **NO**. That is most of the respondents in item 2 said **YES**. Item 3 in table 4 it shows that (80%) of the respondents said **YES** while the

remaining (20%) of the respondents said **NO**. That means most of the respondents in item 3 said **YES**. Item 4 in table it shows that majority of the respondents (61.9%) said **YES** while the remaining (38.1%) of the respondents said **NO**. That means most of the respondents in item 4 said **YES**. Item 5 in table it shows that majority of the respondents (95.3%) said **YES** while the remaining (4.7%) of the respondents said **NO**. That means most of the respondents in item 5 said **YES**.

4.2.4 Research Question Five:

How can this study provide solutions to the problem of time wastage by UG IV Hausa Education Students of the Usmanu Danfodiyo University Sokoto?

Analysis of the research question was made and presented in Table 5

SN	Item Statement	Yes	No
1.	Do you think you need to protect your days from time wastage?	83.4%	16.6%
2.	Do you think to organize a plan and list your obligation?	40%	60%
3.	Do you agree that you need to eliminate time thieves from your study?	93.3%	6.7%
4.	Do you read and review notes before each class to recall information from the previous class and to warm up for learning?	26.7%	73.3%
5.	Do you agree that answering the door or your phone or unhook the internet, television and activating your facebook account is one of the time thieves?	75%	25%

Item 1 in table 5 it shows that majority of the participants (**83.4%**) said **YES** while the remaining (**16.6%**) of the participants said **NO**. That is most of the participants in item 1 said **YES**. Item 2 in table 5 it shows that minority of the participants (**40%**) said **YES** while the majority (**23.8%**) of the participants said **NO**. That is most of the participants in item 2 said **No**. Item 3 in table it shows that (**93.3%**) of the participants said **YES** while the remaining (**6.7%**) of the participants said **NO**. That means most of the participants in item 3 said **YES**. Item 4 in table 5 it shows that minority of the participants (**26.7%**) said **YES** while the majority (**73.3%**) of them said **NO**. That means most of the participants in item 4 said **NO**. Item 5 in table 5 it shows that majority of the participants (**75%**) said **YES** while the remaining (**25%**) of the participants said **NO**. That means most of the participants in item 5 said **YES**.

4.3 Results Discussion

The primary objective of this study was to determine whether or not time effective management of UGIV Hausa Education Students has a positive impact on their study skills. However, the results of this study indicated that UGIV Hausa Education Students who are involved in extracurricular activities are forced, by the nature of their schedules, to manage their time better than those not involved in; and those that are involved, proved to have a higher overall study skills as well as a higher desire to study well. The desire to study well could be a result of their competitive character that had reflected in their

activities. It also showed that those enrolled in demanding majors perceive themselves as having a high level of time-management, resulting in a higher study skills level. Moreover, these results were parallel to the findings of Britton and Tesser (1991).

4.4 Summary of the Findings

The following are the summary of the findings of the study:

- 1 UGIV Hausa Education Students need effective time management in their study because it will increase their academic performance; UGIV Hausa Education Students noted that lack of proper time management is one of the problems affecting their study.
- 2 UGIV Hausa Education Students have agreed that the time of the days also affect their choices of study skills were as they require additional time for learning new Information, time for attending lectures, time for taking notes and time for reading their books.
- 3 UGIV Hausa Education Students need extra hours every week which they will use to study, to further have clarification on their topics and to face possible distractions and overcome them.
- 4 UGIV Hausa Education Students reaffirmed that if they have more or less sleep than they should have, they may start to lose their schoolwork and consequently become lazy because of the distress or need to sleep.

5 UGIV Hausa Education Students need to protect their days from time wastage and have agreed that answering the phone or unhook the internet, television and activating their facebook account is one of their time mismanagement.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter contains the summary of the entire work, a conclusion which was drawn from the study and offered recommendations for both practice and studies.

5.2 Summary of the Study

The chapter one discussed in full, the general background of the study, the central objective was to find out the effect of Study and time management skills of UG IV Hausa Education Students of Usmanu Danfodiyo University Sokoto, the researchers discussed the statement of the problems as well as objective of the study, significance of the study, scope and delimitations, research questions, which enable the researchers to focus their attention on a specific area of investigation, the operational definition of terms.

The chapter two contains the review of the related literature to the study “the effect of Study and time management skills of UG IV Hausa Education Students of Usmanu Danfodiyo University Sokoto” The chapter is structured into six sections. Section one is introductory aspect of the chapter; section two is conceptual framework; section three presents the principles for effective time management; section four contains importance of study and

time management skills; section five presents the relationship between time management and studying; and lastly section six contains summary and uniqueness of the study

The chapter three specified the instrument used. The items involved in this chapter are research design, population of the study, sample and sampling technique, instrument of data collection, validity of the instrument, reliability of the instrument, method of data collection as well as method of data analysis.

The chapter four was on data presentation, analysis and interpretation. The chapter was followed by a discussion of findings gathered from various respondents according to research questions of the study.

Finally, the chapter five comprises the summary of the study, recommendations to the findings, conclusions made as well as suggestions for further study.

5.3 Conclusion

This research work examined the effect of study and time management skills of UG IV Hausa education students. This study made the following conclusions:

The study revealed the importance of study and time management skills in determining the academic performance of UG IV Hausa education students that cannot be over emphasized. It showed that effectiveness of study

and time management skills are what academically differentiated one student from another. Therefore, those students who are acquainted with study skills and devoted their time on academic activities such as taking note, reading, group discussion, and research performed better in the examinations. By implication, study and time management skills increase students' performance.

However, it was noted that too much sleeping, excessive usage of phones in answering calls and internet, social media, TV games, and watching televisions/movies were the instrumentals of time mismanagement that adversely affect students' performance.

5.4 Recommendation:

Based on the findings and conclusions of this study, the following recommendations were made:

- I. Students should create a visual diagram of their notes with the central topic at the top middle of the paper and the remaining concepts branching off from the central point.
- II. Students should be making a list of all the topics they are going to study and check off as they go along.
- III. Students should write the main topic or question on one side of the card, while the details, facts, or answers to the question are written on the back.

- IV. At the start of a semester, students can get an overview of the weeks ahead by noting down lectures, presentations, exams, and assignment due dates as well as their other commitments outside of University. By doing this, they can see where there will be peak pressure on their time which should enable them to plan what needs to be done and when.
- V. Student should list the main time wasting situations and explain why these situations arise.

5.5 Suggestions for Further Studies:

This study suggests that further studies should be geared to examine the impact study and time management skills on tertiary students' performance in Sokoto metropolis.

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THE EFFECT OF STUDY AND TIME MANAGEMENT SKILLS

OF UG IV HAUSA EDUCATION STUDENTS OF USMANU

DANFODIYO UNIVERSITY SOKOTO (ESTMSHESQ)

STUDENTS QUESTIONNAIRE

Dear respondent,

This questionnaire is designed to be used as an instrument to assist the researcher in collecting relevant information that will help in finding out the effect of study and time management skills of UG IV Hausa Education Students of Usmanu Danfodiyo University Sokoto. Please feel free to select the answer that best suits you with either {YES} OR {NO}.

Your response will highly be kept confidential and will be used for the purpose of research only.

S/N	Statement of the items	Yes	No
1	Effectiveness of study and time management skills for UGIV Hausa Education Students.		
1.	Do you think you need effective time management in your study?		

2.	Scheduling your study time in daily or weekly plan is a waste of time?		
3.	Do you agree that effective time management improves your study?		
4.	Do you agree that effective time management will increase your academic performance?		
5.	Do you agree that lack of proper time management is one of the problems affecting UGIV Hausa Education Students of Usmanu Danfodiyo University Sokoto?		
2	Relationship between effect of study and time management skills for UGIV Hausa Education Students of Usmanu Danfodiyo University Sokoto		
6.	Can time of the days affect your choices of study skills?		
7.	Does studying require time for learning new information?		
8.	Do you agree that studying require time for attending lectures?		
9.	Do you agree that studying require time for taking notes?		
10.	Do you agree that studying require time for reading?		
3	The ways does UG IV Hausa Education Students of Usmanu Danfodiyo University Sokoto prepare for and take examinations		
11.	Do you think that you need many hours each week which		

	you will block out to study?		
12.	Do you need further clarification on your topics?		
13.	Do you review your assignments before the examination?		
14.	Do you review your notes and textbooks several times before examination?		
15.	Do you likely face distraction and overcome them?		
4	The ways that UG IV Hausa Education Students can manage their academic studies with other aspects of their life		
16.	Do you think that there is a way for you to discover what available time you have to devote for study, recreation or other activities?		
17.	Do you think that if you find you are losing a lot of time for activities other than studying, you try to balance your schedule?		
18.	Do you agree that if you have more or less sleep than you should have, you may start lacking in your schoolwork and become lazy because of the distress or want to sleep?		
19.	Do you agree that too much stress can weak your body and affect your productivity?		
20.	Do you agree that multitasking hampers productivity and should be avoided to improve time management skills?		

5	This study provide solutions to the problem of time wastage by UG IV Hausa Education Students of the Usmanu Danfodiyo University Sokoto		
21.	Do you think you need to protect your days from time wastage?		
22.	Do you think to organize a plan and list your obligation?		
23.	Do you agree that you need to eliminate time thieves from your study?		
24.	Do you read and review notes before each class to recall information from the previous class and to warm up for learning?		
25.	Do you agree that answering the door or your phone or unhook the internet, television and activating your facebook account is one of the time thieves?		