



**“How Important the Successful Use of Time Management is for Postgraduate Students? *A study developed in Ireland.*”**

By

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## Abstract

The objective of this research is to understand *How Important the Successful Use of Time Management is for Postgraduate Students? A study developed in Ireland*. To develop this piece of work a qualitative phenomenological and interpretive research design will be assumed, which involve interviewing four former students that already finished, successfully, their post-graduation courses, at National College of Ireland (NCI), concerning the importance of succession time management planning. As one of the challenges, the individual skill set and different ways to managing their time, which, according with Creswell (2013), is important to understand the context and which situations have directly influenced the group experiences, that could be adapted as per each social, professional and extra activities aspects, as for example, drop or collect children at school. Moreover, a literature review will be produced, in order to recognize and present evidence accessible, focusing to support its academic work.

The interviews will be driven concerning two individuals' profiles. The first one will be through students that during their course activities had any type of time management schedule control and secondly, those, that didn't perform any kind of monitoring model, or at least did it, without clear understanding, which according to H. Kearns & M. Gardiner (2007) is essential to develop student's good study practice and study habits in order to achieve their goals and to reduce students afflictions about tasks. Differences were being identified by gender perspective, when the female profiles presented certain extra activities versus the males profiles, as for example, domestic tasks as cook, wash clothes or even clean their houses, another important facts and recommendations will be shared in order to help further researches to evaluate the based practice of time management for postgraduate students or even for general academic purposes.

# Submission of Thesis and Dissertation

National College of Ireland  
Research Students Declaration Form  
(*Thesis/Author Declaration Form*)

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Title of Thesis: **`How Important the Successful Use of Time Management is for Postgraduate Students? A study developed in Ireland`**

Date: **18/08/2020**

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# Table of Contents

<b>Abstract</b> .....	II
<b>Submission of Thesis and Dissertation</b> .....	III
<b>Acknowledgements</b> .....	IV
<b>Table of Contents</b> .....	V
<b>List of Abbreviations</b> .....	VIII
<b>List of Appendices</b> .....	IX
<b>Chapter One: Introduction</b> .....	1
1.0 Introduction .....	1
1.1 Context.....	1
1.2 Justifications for the selected topic .....	2
1.3 Gap in literature identified .....	3
1.4 Research Questions .....	3
1.5 Study's Organization .....	4
1.5.1 Chapter One: Introduction .....	4
1.5.2 Chapter Two: Literature Review .....	4
1.5.3 Chapter Three: Methodology .....	5
1.5.4 Chapter Four: Findings .....	5
1.5.5 Chapter Five: Discussion .....	5
1.5.6 Chapter Six: Conclusions & Endorsements .....	5
1.6 Conclusion .....	6
<b>Chapter Two: Literature Review</b> .....	6
2.0 Introduction .....	6
2.1 Search Strategy .....	8
2.2 Time management in Ireland .....	9
2.3 Successful use of time management for academic students .....	10

2.4 Benefits of the successful use of time management .....	12
2.5 Challenges to successful use of time management .....	15
2.6 How to improve the successful use of time management for postgraduates' students .....	18
2.7 Conclusion .....	21
<b>Chapter Three: Methodology</b> .....	<b>22</b>
3.0 Introduction .....	22
3.1 Research Question, aim and Objectives .....	23
3.2 Qualitative Approach.....	24
3.3 Sample and Limitations .....	25
3.4 Questions and Justification .....	26
3.5 Interviews, Data Collection and Ethical Considerations .....	28
3.6 Conclusion .....	29
<b>Chapter Four: Findings</b> .....	<b>29</b>
4.0 Introduction .....	29
4.1 Interviewees' profiles.....	30
4.2 Identifying how postgraduates' students engaged their successful use of time management .....	31
4.3 Exploring the benefits well-founded from the successful use of time management for academic achievements .....	33
4.4 Identifying the challenges and barriers faced using time management for academic achievements .....	33
4.5 Extra findings .....	35
4.6 How Important the Successful Use of Time Management is for Postgraduate Students? A study developed in Ireland .....	35
4.7 Conclusion .....	36
<b>Chapter Five: Discussion</b> .....	<b>37</b>
5.0 Introduction .....	37

5.1 Discussion: Identifying how postgraduates' students engaged their successful use of time management.....	37
5.2 Discussion: Exploring the benefits well-founded from the successful use of time management for academic achievements.....	39
5.3 Discussion: Identifying the challenges and barriers faced using time management for academic achievements.....	40
5.4 Conclusion .....	41
<b>Chapter Six: Conclusion.....</b>	<b>42</b>
6.0 Introduction .....	42
6.1 Principal findings .....	42
6.1.1 How postgraduates' students engaged their successful use of time management. ....	43
6.1.2 Benefits well-founded from the successful use of time management for academic achievements.....	44
6.1.3 Challenges and barriers faced using time management for academic achievements.....	44
6.2 Limitations.....	45
6.3 Relevance of this research .....	46
6.4 Recommendations .....	46
6.5 Conclusion .....	47
<b>Reference List .....</b>	<b>48</b>

## **List of Abbreviations**

SP	Strategic Planning
TM	Time Management
NCI	National College of Ireland
CSP	Census of Population
US	United States
GPA	Grade Points Average

## List of Appendices

<b>Appendix one:</b> Interview Questions .....	56
<b>Appendix Two:</b> Overview for the research contributors .....	57
<b>Appendix Three:</b> Participant agreement information .....	59
<b>Appendix Four:</b> Interview Transcript – Profile “A” .....	60
<b>Appendix Five:</b> Interview Transcript – Profile “B” .....	63
<b>Appendix Six:</b> Interview Transcript – Profile “C” .....	67

# Chapter One

## *Introduction*

### **1.0 Introduction**

The dissertation objective is to recognize the standing of the successful use of time management for postgraduate students, which, has been developed with Irish students by its researcher. This very first chapter seeks to offer a briefly introduction to this piece of work, by its delineation and reasons for the selected topic. Through this chapter, will be clear the gap discovered onto the literature, which this researcher is chasing to address and also, highlighting the main research question that hopefully, will be lectured at the end of this dissertation. Then, this chapter will be able to offer a better understanding of this dissertation and a clear breakdown view for each chapter that makes up this paper.

### **1.1 Context**

The range of interest sustaining this study contains discovering the issue of the successful use of time management for postgraduate academic achievements in Ireland. By using the title of "*How Important the Successful Use of Time Management is for Postgraduate Students? A study developed in Ireland*".

According to V. Adams and E. Blair (2019) the proper management of time, is crucial to personal and professional efficiency and effectiveness, mentioning the necessity to make better use of the time, as one of the most important aspects directly related a condition of success to obtaining results. V. Adams and E. Blair (2019) also highlighted, that students who presented any kind of time management behaviour, were able to achieve better grades than students that didn't do it.

Also, many existing researches, addresses only people's professional area, with no intention of making time more efficient using instruments and techniques, but yes, to perform more tasks in the time available, what could be a healthy` threat (H. Kearns & M. Gardiner, 2007). Finally, the literature powerfully confirms to the fact that the succession use of time management are one of the most significant responsibilities which management can assume (N. Khanam, T. Sahu, E.Rao, S. K. Kar and S.Quazi, 2017).

## **1.2 Justifications for the selected topic**

This subject has been chosen as the successful use of time management has been identified as one absolutely important fact, that helps students to achieve their goals with lower level of stress during their academic activities and goals (N. Khanam, T. Sahu, E.Rao, S. K. Kar and S.Quazi, 2017), stress shown into 19% of the students accessed by N. Khanam's (2017) study, which states that these students never build any type of list or schedule for their short and long term activities goals, published by the International Journal of Community Medicine and Public Health of the Odisha's University (India). An Irish study developed by M. Byrne, B. Flood and P. Willis, (2010), states the correlation between students' methods to learning and their learning consequences, where time management was one of the key topics that helped students to achieve higher grades during they learning process. Although, the main focus was related to first year students (M. Byrne, B. Flood and P. Willis, 2010). This research flagged, that the profound and strategic tactics has been directly connected with higher academic outcomes and the low ability to manage their tasks is associated with lower performances. Otherwise, as the main focus of how students managing their time, was not carry out with students in Ireland.

Also, to the standing literature has positioned on successful use of time management for academic achievements, this research question has been elected by its researcher as fairly concerned in the subject and also, is really interested to improve its skills and also, going through their interest in human management skills. Thrusting that such journey will help and sum to their own familiarity progress about this topic and that it can discuss lacunas in the existing studies from an Irish point of view as acknowledged into the literature review.

In order to answer this pragmatic piece of work its researcher suggests the adoption of a qualitative phenomenological research study developed by interviews with a variety of postgraduates' students in Ireland. This paper will be developed focusing on the perspective of how important the successful use of time management is for students that are chasing for academic outcomes without the necessity to affect their personal and professional health lives (H. Kearns & M. Gardiner, 2007). Also is fair to say that time is inestimable, as we all know, time cannot be altered and the time wasted without a proper management, cannot be retrieved.

### **1.3 Gap in literature identified**

Its researcher has noticed and during the literature review process that there is a gap of researches developed in Ireland abording the successful use of time management, particularly when focused on students' behaviours. Is fair to say that the findings and study developed by M. Byrne, B. Flood and P. Willis, (2010), in certain times could highlight the time management skills as an important factor, but it was not utilized as main focus of their work or even how does it play an important role on the mental health perspective. Otherwise, this is not topic to be reached and so, we are losing an important aspect of this evidence in Ireland also, on practices of the successful use of time management, to support students.

Going further on this discussion point, we can find easily on Irish Colleges' websites or PDFs communications from these Colleges, abording the time management as an important skills set for students' learning development, as for example, the Trinity College, (2019), which into their website, highlight time management as an important and key fact into the self-management skills for students, sharing space with rather than other significant topics as 'exams skills', 'writing skills' and 'studying skills', but for its researcher surprise, even with important Irish colleges understanding that it is one of the central aspects of its students life will be facing, this topic has not been looked after deeply in Ireland.

Subsequently, exists a huge opportunity in the literature notwithstanding to actual qualitative research studies in Ireland, as how Important the successful use of time is for postgraduate students.

### **1.4. Research Questions**

The principal research questions that this dissertation is looking forward to answer are:

- How Important the Successful Use of Time Management is for Postgraduate Students? A study developed in Ireland;
- Identifying how postgraduates' students engaged their successful use of time management.
- Exploring the benefits well-founded from the successful use of time management for academic achievements.

- Identifying the challenges and barriers faced using time management for academic achievements.
- Exploring the correlation between the successful use of time management, social life aspects and postgraduates' students' behaviours.

## **1.5 Study's Organization**

On the below section a short summary will be presented of this piece of work, regardless, to indicate a better understanding of how this research will be developed and organised among its production.

### ***1.5.1 Chapter One: Introduction***

As discussed before, the introduction chapter have been writing to illustrate a better understanding to the main topic investigation. As its goals, to deliver as explanation for the assumption chooses and also, flagging the lack of opportunity available on the field topic which this piece of work sets to be produced. This briefly chapter aims to indicate and to evidence the questions that this researcher is looking forward to discourse in this dissertation, by providing an outcome of the chapters included into this academic work.

### ***1.5.2 Chapter Two: Literature Review***

The chapter two is established to offer a critical point of view of the field where the study will be assumed, literatures onto the assumption corelated with time management and students facing their postgraduate courses will also be accessed. Principal topics for discussion will be aborded into this dissertation as for example how postgraduates' Irish students engaged their successful use, or not, of time management, understand the benefits well-founded from the succession use of time management for academic students in Ireland, highlight the challenges and barriers faced for Irish students when using time management as a tool for academic achievements and explore the correlation between the succession use of time management with social life aspects into the postgraduates' students' behaviours and at least how time management could be faced differently by the experience and background of each individuals. Also, a theoretical sustaining studies from different countries will be accessed into this dissertation to address the actual students' reality

and different researchers approaches to sets it out, from different perspectives of the time management engagement.

### ***1.5.3 Chapter Three: Methodology***

The chapter three is where the methodology will be evaluated, likewise where this researcher aim to deliver how this piece of academic work has been outlined. It is covering as well, a deeper perspective of the methodology applied in order to seek for satisfactory results for this research study, which is undertaken through the qualitative phenomenological research perspective. Not less important, during this chapter the researcher will provide explanations of why interviews were elected as a best fit for the data assembly. Also, the methodology chapter will be able to offer an overview of the data collected and the ethical aspects involved onto it, during the process of production and organization of this dissertation.

### ***1.5.4 Chapter Four: Findings***

The chapter four will involve explanations of how the data collected were analysed and its respective discoveries and outlines. Also, related findings to the main topic will be shown and explored, focusing to set, which consequences it has for this study or future researches among this field.

### ***1.5.5 Chapter Five: Discussion***

Chapter five is where the discussion till take part into this academic paper, exploring the answers and questions raised from the data collected. Also, linking researches already produced in the field and among the main topic of discussion, setting as goal, the advantages of the time management for postgraduates' students.

### ***1.5.6 Chapter Six: Conclusions & Endorsements***

The very last chapter will discuss the inferences of the results, connected with the research questions, goals and outlines positioned before into this piece of work. It will also draw endorsements that its writer has for time management perspective topic, grounded on the results carried among this study and not less important, share the researcher thoughts and endorsements for future researchers interested on this field.

## **1.6 Conclusion**

As highlighted before this dissertation principal aim is to chase and estimate how valuable is the successful use of time management for postgraduates` students. The conclusion chapter has as its focus to offer a circumstantial and well-designed framework of the assumption underneath investigation. It is also, seeking to demonstrate one reasonable approach of why students should take more attention to the time management perspective, during their academic journey and the lack of opportunity into this field as well.

This preliminary chapter established the research questions that this study seeks to answer also, were shown a wide briefing of the topics included into this dissertation. Further, the literature review will be produced focusing to support the time management perspective, from other pieces of work and its respective researchers` perspective.

## **Chapter Two**

### ***Literature Review***

#### **2.0 Introduction**

The literature review outlines from a critical perspective discover academic pieces of work on the successful use of time management for academics` perspective and purposes, chasing to reinforce its research work and topic. Also, is outlined the value of the successful use of time management to Irish students and how does it have been important during the period while coursing their postgraduate course, even with the lack of studies produced in Ireland around the chosen topic, based on that, this researcher chases for studies produced all over the word, based or even into the context, under the time management perspective.

A deep academic search has been outlined, focused to bring informative data related to the topics highlighted also, few extra key discussion points will be aborded as for example: the importance of time management, the benefits of students while considering time management as a tool to manage their activities, the challenges related to successful use of time management, how to complement by a new

perspective the time management into a virtual and technological society with so many distractions available on students life's.

However, in contrast to a significant amount of scientific publications, found in the literature, correlated to the importance of the time factor and the growing need to manage it, studies are rare academic-scientific that deal with methods to systematize or even plan management of activities over time, from a personal or professional use perspective (B. Gill, S. Hayes and C. Senior, 2015).

The challenges of the business and personal environment, nowadays, market demand and its consequent needs for organizational performance, highlighting management as a complex activity. In this scenario of dynamism and constantly changes, the auto capability to manage time vs technologies, was characterized as a competitive differential (S. Abdullah & W. Hassan, 2013), which involves planning and control their activities having tocology as main ally.

Otherwise, V. O'Connell (2014) assigns, that not just the academic perspective must be taken into consideration but, body and mind necessities as well. Also, the balance between sleep, appropriated food consumption and exercise. Its paper has as aim, to understand how successful the balance between these aspects impacted the group experiences and achievements, and how participants managed consciously or not those aspects. Is fair to say that all participants finished their courses but will be approached how time management does affect their lives during and after course.

In this approach, this paper aim to understand how time management aligned with personal strategic targets, could help postgraduates' students. It consists of adapt, as planned goals for the short term, in the reality of everyday life, through the planning and the management of its actions (N. Khanam, T. Sahu, E.Rao, S. K. Kar and S. Quazi, 2017).

The literature review pursues to address and discover worldwide literature on the time management concept, in order to help to answer the question *'How Important the Successful Use of Time Management is for Postgraduate Students? A study developed in Ireland'*, as limited data available in the broad topic area in Ireland. A recent study drove by M. Sainz, A. Ferrero and A. Ugidos (2019), with up to three hundred and four students, enrolled during the 2015 and 2016 academic year, at the College of Economics and Business of the University of the Basque Country (Spain),

shown that time management for students, is directly connected with short-term priorities, targets and deadlines to finish tasks or assignments. Also, was highlighted that even students that presented some sort of time management control, were doing it, basically, through drawings or writes in papers, without any type of logical, rational or schedule plan.

This fact also contributes with the statement highlighted by V. O'Connell (2014), cited in the introduction of this work, that people do not take the proper attention to external factors as body and mind. Its research seeks to address, that time management must be considered not just when connected with deadlines to finish specific tasks, which will be aimed to support the main question of this research.

Time management takes on the identity of an instrument to aid personal strategic planning, by systematizing its implementation. According with N. Khanam, T. Sahu, E. Rao, S. K. Kar and S. Quazi (2017), which developed a research with university students, more than 51% of the participants presented low level of time management score, which could be direct connected with higher stress levels and affect the students' learn capabilities.

## **2.1 Search Strategy**

Focused to achieve answers to the proposed question in this paper, which will underpin this piece of work, the researcher will develop a deep search onto the literature review which has been driven by the following key words; '*management*', '*time*', '*strategic*', '*important*', '*for*', '*plan*', '*postgraduate*', '*planning*', '*strategy*', '*in*', '*use*', '*personal*', '*students*', '*successful*', '*academic*', '*achievement*', '*Ireland*', '*how*', '*on*', '*is*', '*of*'. Databases offered by National College of Ireland as '*NORMA eResearch*', managed by National College of Ireland Library, Research Gate, Sage Journals, Google Books, Tandf Online and Google Research were used as search mechanisms, to identify and to find any additional pertinent journals or researches that could be valuable to this work development. Also is fair to say that three important key themes were identified and included onto its search as; (1) '*successful use of time management for academic students*', (2) '*benefits of the successful use of time management*', (3) '*challenges to successful use of time management*' and (4) '*how to improve the successful use of time management for postgraduates` students`*'. Also, the research could be driven by academic papers and researches from Countries with

English, Portuguese and Spanish mother tongue, as its researcher speaks English, Portuguese and Spanish. The main idea overdoing this, is the ability to link those academic papers by the perspective of consistency and legitimacy of the academic studies or researches here identified as pertinent to the production of this research.

## **2.2 Time management in Ireland**

As discussed and highlighted on the above previous paragraphs, this researcher was able to identify, the lack of opportunity of academics studies, focused on time management based on students behaviours in Ireland, as highlighted and according to Y. Paul, Y. Yanjun, K. Sudhir and F. Chip, (2016), the proper use of time management or even the non-aptitude to see it as an important tool, affect directly the anxiety levels of the students which also, according with N. AlKandari, (2020) the level of anxiety in higher education students could carry out aspects of depression and self-isolation, and not less important, the inability to conclude or think logically among the tasks or even to set simple goals, for short and long period could be affected.

Going through N. AlKandari, (2020) study findings, the recent academic paper wrote by E. Carey, A. Devine, F. Hill, A. Dowker, R. McLellan, and D. Szucs, (2019), conduced into the University of Cambridge from the UK, states, that the levels of anxiety could be higher on specific studies topics, as mathematics for example, which is also, presenting and reflecting on deficits in the older population (UK National Numeracy, 2014), caused by the primary and secondary schools anxiety experiences in the UK.

Otherwise, few pieces of paper produced in Ireland could be fairly related or aborded the time management topic as an issue, which is seen into the work produced by M. Byrne, B. Flood and P. Willis, (2010), that highlighted the correlation of time management as an important factor to be used, as a method, to achieve a better learning experiences outlines.

Another interesting research produced in Ireland was made by T. Foley, (2020), from Cork University, which relates that the use of technology is increasing the student's incapacities to develop face to face interactions with their instructors, or even colleagues, Foley,(2020) has linked, that this incapacity to build relations with people, could cause self-isolation and consequently time management issues, when students are losing the ability to have clear contact with their educators and to understand tasks

and goals given, that must be achieved, affecting grades and subsequently academic achievements.

### **2.3 Successful use of time management for academic students**

As discussed previously, the studies developed in Ireland, even not being specifically aligned to the students' time management topic, which is the principal goal for this present research, was directed connected and concerned about the social perspective of students behaviours, their outcomes and implications connected to their learning process. T.Foley, (2020), also highlighted the importance of the technology for students of this century, but can affect directly the inter-personal and social behaviours when otherwise, the other study done by M. Byrne, B. Flood and P. Willis, (2010), focused on students learnings curve, sets that technology have been an important tool when discussing about students ability to learn and their outcomes.

Its research aligned with the previous both studies mentioned above, believes that the students, must not only have the ability to keep actively connecting themselves from a presential perspective (face-to-face interactions) with lectures and colleagues, but also, the moderate and precise use of the technology, could be factors to be carry out carefully by students. But, for this researcher perspective time management is one of the key topics in order to achieve success as the use of technology and face-to-face interactions, without the wise use of time management, could be purposeless.

From the postgraduate's perspective, that this research seeks to debate, even wise, the time management must be looked after more precisely, an interesting academic paper wrote by S. Lubbe, L. Worrall and R. Klopper, (2005), which was focused and backed by their experience being higher educator lecturers and supervisors on PhD and Master's academics work, was highlighted, that the most part of the higher education students, secondly, by their expertise into this field, do not apply time management or contingency planning's when writing their final dissertation projects, which is clear identified as a positive aspect thus students that use time management to split their activities in time. Going through this perspective the Irish census of 2016 (Census of Population, 2016) figures, shown that 49% of the Irish people, which has a higher education diploma, is from people between 30 to 44 years old, which, according with R. Cresnar, (2019) are the ages with higher levels of

obligations between, work, personal life and also, critical psychological and emotional phase backed by future ambitions and afflictions.

This researcher believes and agree with the maxima from R. Cresnar, (2019), statement and going through it, the necessity of a better time management perspective must be aligned, as per secondly, by the Irish CSP of 2016, 49% of the Irish population with postgraduates courses are between 30 to 44, being the most productive period of people's life's and facing the multi-level or difficulties to handle on the adult life aspects (R. Cresnar, 2019) also, connected with their postgraduate's studies, is evident that time management has to be an important allied in order to achieve the success.

As already approached time management could directly affect the way that students are living their lives, as per personal and professional manners during their courses, according with the research made by R. Misra and M. Mckean (2007) which investigated among two hundred and forty nine students, the high level of anxiety is correlated with low ability of time management behaviours, as lower is the capacity to manage time, higher is the presence of some anxiety disturb. Going on the same thinking way, years ago, H.C. Schouwenburg and C. H. Lay (1993), concepted and defined time management as a bunch of behaviours that are used with objectives to alleviate stress, but without apply its studies on any diversified environment or tasks, focusing in the state of mind only.

Considering these perspectives, time management has becoming important not even just for students but also, organizations, which still gradually giving more value to their human resources, and their capacities to manage time into the work environment, not just on private companies but also, in public service organizations in order to planning activities (S. Elbanna, R. Andrews and R. Pollanen, 2016). In other words, rational and mechanical productive work is not the most important but also, the opportunity to visualize non-linear, cognitive and intellectual work, focused on individual knowledge and learning capabilities, which, as time management, could be intangible for a few people, and consequently be a threat.

Stated onto the available academics work, even being important topics that covers the students life's, sometimes few disconnection between the worth that the time management could be adding to their topics has not been carried out or even

how the real acceptance of this factor, could affect directly the samples. A good example of that is about the study made by M. Schwinger, L. Wirthwein, G. Lemmer and R. Steinmayr, (2014), publishes by the Journal of Educational Psychology, from the US, who stated a meta-analysis in more than 35 field studies with more than 48 independent samples, totalizing approximately 25,550 individuals, the base of this study were to investigate the documented, by previous researchers and academic papers, the negative association between self-handicapping and dissimilar educational achievements (M. Schwinger, L. Wirthwein, G. Lemmer and R. Steinmayr, 2014), they also affirm that interventions by the responsible body of colleges educators must be looked after with more carefully in order to focus and prevent the self-handicapping, which is directly connected with the study made by R. Misra and M. Mckean (2007), who states that the higher level of students anxiety is directly connected with the deficit to manage tasks and outcomes in time. This researcher strongly believes that time management could be absolutely useful as a tool for colleges and their respective offices as an important tool to help and guide students through their academic journey, is fair to say that this research is focused on postgraduates students, but these students, which in Ireland are between 30-44 years old also, could be affected by anxiety or even self-handicapping triggering lower overall grades (M. Schwinger, L. Wirthwein, G. Lemmer and R. Steinmayr, 2014).

Otherwise L. Watts, R Kajal & N. Alessa (2018) believes that only a low number of implemented strategies can be successful, showing how difficult could be the creation and implementation of time management as a tool or framework. Its research believes that is necessary a sort number of changes to achieve certain objectives, otherwise, to be carried out effectively, each individuum, need to collaborate and change their own habits, as these behaviours have the power to transform their environments and reverse challenging academic situations, which many times, as previous statements mentioned in this paper, affect their healthy, assuming the importance of time management for students.

#### **2.4 Benefits of the successful use of time management**

When the focus is the benefits of succession time management plan we can easily visit the T. Sahu, E.Rao, S. K. Kar and S.Quazi (2017) statement, which says that more than 50% of the interviewed students, in their research, presented none use

of supportive material or plan to help themselves to manage their tasks, activities, projects or demonstrate slots of time available to work on these projects. Obviously, the human factor matters and based on this importance, the creation of a plan to improve people's time management. This researcher strongly agree with the T. Sahu, E.Rao, S. K. Kar and S.Quazi (2017) findings and could straight link that the successful use of time management if absolute important for postgraduate's students.

Indeed, this research agree that developing a time management plan is important for students' behaviours, but is fair to say that sometimes, the practice brings better results than operationalization (B. George & R. Walker 2019), or practice is more effective than planning in certain cases. Again, the individuum skills and realities came back to the discussion and every plan must be adopted and fitted to each person, focusing to be more productive and results driven by its profile and outcomes desired among the student academic patch.

As time management plan W.E.Kelly (2002), proposed a framework divided by three aspects, which in other words, said that people need to be aware of time, people need to be aware of the tasks or activities that fill their time and at least, people must be positive in their tasks habits.

Thinking critically, Its researcher intends that *be aware of time* (W.E.Kelly, 2002), means that to start to develop a plan, people must look introspectively to time, as we all have 24hrs per day, directly connected is the fact that *being aware of the tasks or activities that fill their time* (W.E.Kelly, 2002), into these 24hrs, will clearly help to see their day as one overall schedule and *being positive in their tasks habits*, after create a plan, will be crucial to keep the plan running further.

Likewise, going through with the W.E.Kelly (2002) findings, an study made by P. Perkins, S. Scherer, K. H. Palmer and C.P. Talley, (2015), published by the *American Journal of Educational Studies*, and produced with 232 African American students, quantified that students with an optimist perspective about their future in time, were able to achieve better grades than students that does not presented a vision of a better future, this paper also presents, that the same study developed with college's African American students (D. Perkins, 2012), outlined a higher marks in students that has the same positive feelings about the future, with these figures P.Perkins, S.Scherer, K.H.Palmer and C.P. Talley, (2015) also concludes, that

students with a better positive mindset, are more likely to concentrate on their academics outlines and chase a better and concise academic achievement. In other words, the student's abilities to see and face their activities and objectives by a positivism perspective, is also important when applying a time management strategy. As more this researcher goes into previous studies, clearer the adoption of time management as a tool, could help students and its benefits should be carried by all type of students, to achieve they academic goals, without penalties to their mental health. Not less important, all type of institutional education must be given more attention to their students' mental health and use time management as a supportive tool during the academic journey.

Otherwise, present into the study developed by M. Boixados, E. Hernández-Encuentra and M. Fernández, (2012), from the Oberta of Calalunya University, where 264 students with average age of 33 years old were interviewed, among a variety of aspects of their life's, focusing to quantify, through a called *`qualitative questionnaire`* (M. Boixados, E. Hernández-Encuentra and M. Fernández, 2012), while being a quantitative research, illustrate how the association of higher levels of personal satisfaction, on different areas of life, are directly connected with time management and one of the findings of this study shows that generally men achieved a better score of life quality wellbeing than women also, men presented a better physical and mental welfare when compared to women rates.

As highlighted before many aspects could affect their figures as for example, context, social and cultural aspects, as work developed in Spain. The finding identified by this study (M. Boixados, E. Hernández-Encuentra and M. Fernández, 2012), while not indicated by its researcher to be used as framework to all world regions and population, this research could be able to show, inside its reality, the connection of wellbeing and happiness are straight linked with the people's ability to evidently and focus on time management.

Otherwise, a study ran into the Al Ain University of Science developed with United Arab Emirates with college's students (A. S. A. Khatib, 2014), differently from the research drove by M.Boixados, E.Hernández-Encuentra and M.Fernández, (2012), measured from 352 participants, where 52.5% were female and 47.5% male, show that the higher levels of time management was achieved by the female study's

population also, those female samples were able to present a better wellbeing and less stress when associated with high level of academics` outlines. Though, time management was established as the most important forecaster of the academics` outlines, where 26% of the total sample that practice time management also, achieved better grades than the rest of the group (A.S.A.Khatib, 2014), clearly, demonstrating the benefit of time management to reduce students afflictions and better outcomes grades among the journey.

A weakness of the general studies, while produced in many parts of the globe, is that it has not been drove by a global academic perspective, but yes, in its totalization, based on local communities, schools, colleges or even niche of population (P.Perkins, S.Scherer, K.H.Palmer and C.P. Talley, 2015) into those specific areas, as indicated as per S. Ollila and A. Ystrom, (2020), the social aspect differ directly the use of best practices of management as a holly picture. This researcher agrees with the S.Ollila and A.Ystrom, (2020) statement, that even management being a well established topic for academic, professional and personal perspective, likewise the main master`s topic of this researcher postgraduation course, time management while recognized as an important asset, is not carry out with the properly attention by students and educational institutions (A. J. Grissom , S. Loeb , H. Mitani, 2015).

From the study made by A.J.Grissom , S.Loeb , H.Mitani, 2015, developed in Miami, US, with more than 300 students on one of the fifth largest school distric in this country, found out that the benefits of time management, presented a robust evidence that the aptitude to manage time is connected to lower primary occupation trauma.

## **2.5 Challenges to successful use of time management**

As challenges to the successful use of time management plan and barriers, we can look after the international literature review papers available, to understand how the environment where people are inserted, affect straight away their lives, one good example is the research drove by S.Scherer, C.P.Talley, and J. E. Fife (2017) with more than two hundred and three under graduated Afro American students, which shows that students with low economic power, presented a lower attention to the time perspective as well, also directly connected with this fact, is the emotional aspect, which in certain cases students presents higher levels of anxiety or depression statements (S.Scherer, C.P.Talley, and J. E. Fife, 2017). Personal factors influence

the academics behaviour as physical and psychological and could be seen as an important challenge as well. Also, the students' perspective in relation to the society spectrum where they are inserted is affected, which in many cases, reflect in lower student's grades point average (GPA). The author highlighted as well, that have been identified a broad cognitive change in people that practice meditation, reducing negativity thinking, improving behaviours and attention also, the capacity to keep attention for longer periods of time, improving memory working too, which could be seen as directly connected with the statement made by W.E.Kelly, 2002, already highlighted before, that says that the ability to practice good thinking in relation to life challenges or even about the future perspective is straight connected in students that presented higher levels of time management behaviour.

This researcher believes that there are a variety of specific barriers carried into the available literature, which is linked with the successful use of time management. Into their broad quantitative schoolwork, drove with more than 130 pre accessed teachers, during a period of two years of research, J. Gallardo, J. G. Geraldo and S. Castano, (2015), stated that another threat discovered as one important factor of poor time management students' behaviour, was associated with work groups` and all overall activities connected with it, stating that students spent too much time on all over the outlined tasks and actions expected from them in a group perspective basis. Also, the variety of opinions and low time managed to face-to-face integrations, affect the deadlines which those groups must be able to achieve and also, the relation to the fact that students prefer perform their tasks or assignments by the internet instead to do it in a library also, affects the capacity to perform groups` human interactions (J.Gallardo, J.G.Geraldo and S.Castano, 2015). Otherwise, identifying those aspects, the authors did not provide any type of indications of how teachers addressed in class, those characteristics, which can be enough important for this or future papers.

Otherwise, C.Variawa, D.Gerrard, N. B.Asli and K.Newfield (2017), highlighted after research focused on first year's under graduated students from the National University of Toronto, that the main impact of stress factor, is directly connected with time spent to study and to develop assignments, varying as per each topics, in other words, as more assignments and more time dedicated studying a topic, higher were the stress levels, the internal feeling of difficulty and lower were the ability to develop or draw a plan. While interesting statement this paper delivered a not precise overview

of personal life's aspects of the samples, which from a psychologic perspective, influence the ability to handle academic activities.

Moreover, the successful use of time management might having consistent barriers where its outlines are not as much presently perceptible, although the researchers or academic writers also, were able to acknowledge the lack of future researches necessities involving on time management, it does still being a corelated topic and not carried as per the majority papers as main spot assumption which this researcher seeks to address in this piece of academic paper.

Barriers on successful use of time management comprise that it can be excessively multifaceted and time consuming when developed, inability to present focus on the tasks and skills needed to board this topic, as a clearly perspective, nevertheless an issue to be addressed by student's as well, increasing the difficulties to overcome a successful time management strategy and efforts to be addressed during its outcome, attempts as discussed into the above literature, deficits of learnings or ever worse psychological issues among the academic journey.

An interesting study developed between the academic year of 2014 and 2015, into the medicine and health science courses of the *King Saud bin Abdulaziz University of Health Sciences (KSAU-HS)*, (H. AlJefri, S. Agha and M. Anwar, 2018), where, one hundred and fifty male undergraduate students were randomly picked, between ages of 18 and 23 years old, stated by the authors that when considering time management aspects, students with lower age presented a better grade points average than older students.

This study is interesting, but by this researcher perspective, also, pretty broad, as the level, quantity of activities or extra activities, were not related into the findings considering the difference between student's ages. Also, the motivation of students that are initiating their courses could affect directly, the over ability to handle time management. The levels of tasks and its difficulties were not measured, as for example, students coursing further years of the same health course, could be facing heavier and harder content on their health academic schedules, affecting directly the older students abilities to act with better time management skills, once compared with younger students that are facing introductory lectures.

Its work sees as main challenges and gaps, the individual economic aspect, social aspects and the auto-analyses necessity, that students must develop individually in order to achieve a better time management. Also, looking after the Ireland's perspective as a county, is fair to say, that the economy has less chances to affect people lives as per the past 4 years (PwC, 2019) economic growth scenario environment. Likewise, specific aspects must be highlighted into the time management perspective, as the higher commute time that students could be facing in Ireland, during their journeys to go from work to college (part-time students), or full-time students, from home to the college (J.Costa, M. Adamakis, W.O'Brien and J.Martins, 2020) or / and vice-versa.

## **2.6 How to improve the successful use of time management for postgraduates' students**

As already stated onto the above literature review topics, time management has been carried from a general perspective, one important factor connected to academic achievements and outcomes. Backed by these highlighted literatures, this research can illustrate that there is no standard model for time management, because each individuum has their unique characteristics and also, as it has its particularities, despite the similarities with simple management schedules, there are a considerable unexpected confusion perspective by each individual people skills, however, with different forms of managing the time management. It is important that the student focused on managing their time, to try to predict all the proceedings that could directly or indirectly affect their chronogram, so then, they will be able to avoid extra schedule delays, and as a result, facilitating the direction and flow of their respective academic learnings without adding extra afflictions (J.C. Claessens, V.E. Wendelien, C.G. Rutte and R. A. Roe, 2004).

Produced by W.C. Wang, C.H. Kao, T.C. Huan and C.C. Wu, (2011), an interesting study made in the *National Pingtung University of Science and Technology* in Taiwan, drawn with more than four hundred and three students, focused to corelate the connection among time management and well-being superiority of life, stressing the fact that the quantity of time available and the aptitude to see time management as a tool, is direct connected with people's superiority ability to feel better perspectives of life. Receiving a considerable number of answers (403), the authors highlighted that

around eighty one percent was precise and useful for this research. W.C. Wang, C.H. Kao, T.C. Huan and C.C. Wu, (2011) also stated that students that presented better satisfaction of life aspects, were able to manage their tasks, academic and personal activities as well, on a better way. Following their time management schedules, those students were able to separate specific slots for, judged by themselves, “fun”, that could be for a simple time available to read a book, or even to watch TV, to meet friends and to practice sports.

This researcher intends, as per the above literature and statements, that students that divide their activities by a schedule in time, are more likely to achieve a better time management improvement and perspective. By scheduling and splitting activities, the time designed and rational thoughts to achieve the task in the time dedicated also, are important for the time management improvement journey.

Otherwise, J. Ling, T. M. Heffernan and S. J. Muncer, (2003), through a quantitative study made with seventy- three students, highlighted that the collected data shows that unfortunate time management ability and low levels of attention, was into the top causes of exams failure.

By this statement this researcher sets out that the idea of a better time management skills, is directly endorsed to postgraduates students to overcome goals and academics achievements, well fitted to Irish postgraduates students as well, where secondly, by CSP (Irish Census of Population, 2016), 49% of the Irish population with postgraduates courses are between 30 to 44.

Likewise, the the successful use of time management for postgraduates' students, could be used for a basis of students' development and good approaches and tactics to success (K. L. Krause and H. Coates, 2008), as time management outcomes, backed by individual experiences helps to assembly and managing students' activities. Also, few main ideologies and well-being, can improve considerably student's ability to develop a robust time management strategy. Those statements comprise include time management behaviours as allied during the postgraduate course, but it also, must be carry out carefully and always revisited as time must be constantly endorsed and revisited in order to keep improving the successful use of time management for postgraduate students (E. Gurbuz, M. Hanley and D. M. Riby, 2018).

About another important fact to be successful on the time management perspective is directly connected with procrastinating, a study developed by A. Hafner, A. Stock and V. Oberst, (2014), with ninety six students, faced the procrastination as the biggest threat for students and consequently to time management. A. Hafner, A. Stock and V. Oberst, (2014), stated that the ability to training students and debate time management as a tool, in order to fight against procrastination helped students to achieve a better time schedule, control of their behaviours and also drastically decrease the procrastination.

Likewise, this paper seeks to endorse the well use of time management and agrees with the statement made by A. Hafner, A. Stock and V. Oberst, (2014), that the procrastination is one of the biggest students threats, but as controversy perspective, this researcher believes, that the inability to see the time as an limited resource, is the main responsible that carry out students to procrastination behaviours.

Otherwise, not focused on time management, the study carried by D. M. Kirchberg, R. A. Roe and W. V. Eerde, (2015), highlighted that multitasking is directly linked to the ability to intend obligation on time perspective. While into a technologic world environment (C. Maccann, R. D. Roberts, and G. J. Fogarty, 2012), multitasking is likewise a skill to be developed by postgraduate students in order to achieve the successful use of time management and their academic goals.

Equally, other important statements for the best practice of time management were mentioned into the C. Maccann, R. D. Roberts, and G. J. Fogarty, (2012) study. The researchers drove this academic paper by a quantitative approach, with five hundred and fifty- six college students, while chasing for the relationship between time management and students' average marks, C. Maccann, R. D. Roberts, and G. J. Fogarty, (2012) highlighted, that time management must be seen as a skill, as emphasized by this researcher before, and, that the ability to use time management can, and must be developed, in other words, must be acquired through increasing the exercise of knowledge on that area, carrying students to improve their marks, among developing its skills.

According with the above findings, this paper seeks based on the literature, illustrate that the successful use of time management, can be seems like natural for some individuals but also, must be carried out as an skill that can be developed and

also, must be kept with the precisely energy and efforts even for those who believes that already has its skill embraced, as highlighted before, time is always in constantly changes as so human behaviours and technologies (C. Salgado, D. A. Solar, D. R. Perez and P. B. Molina, 2019). The ability to keep recycling and chasing better aspects of time management, will be crucial for postgraduate students' achievements.

## **2.7 Conclusion:**

The mainstream of the academics' work shown in this literature review discovered, were quantitative design also, emerged from different parts al over the globe, which, compact the ability to be used as framework to Irish students. Also, the greatest number of researches and academic journals thesis explored onto this literature review is from countries with huge number of populations, as US and Canada, which in some sort of way, could affect the facts relevance for students in Ireland as well.

Also, the researches were in total quantitative design and focused on specific aspects that could affect the time management behaviour for academics' achievements or students' behaviours, as T. Sahu, E. Rao, S. K. Kar and S. Quazi (2017) and M. Sainz, A. Ferrero and A. Ugidos (2019) studies, but really broad when offering practices of how students can improve their time management skills

In other words, in total, focused on undergraduate students. Overall, the literature review was crucial to understand that external and social aspects are directly connected with time management as per S. Scherer, C. P. Talley, and J. E. Fife (2017) research.

Yet, this research, from a deep triangulation into the literature review, which assumes its main topic, time management, it has been able to provides to its readers an awareness in respect to the worldwide observations. Likewise, two Irish researches were identified as potential liking with the main topic, even not being produced under time management perspective, the study from T. Foley, (2020) and M. Byrne, B. Flood and P. Willis, (2010), were able to illustrate how time management is directly connected with students outcomes and not less important, how the poor use of time management can affect directly psychological aspects.

Also, links between students' behaviours were related into the overall literature review, and lots of social aspects highlighted, as for example, the work made by S. Scherer, C.P. Talley, and J. E. Fife (2017), which developed with Afro American Students, shows that the ability to realize the future from a better perspective were noticed in students with higher average marks and also, those same students, presented a higher level of time management behaviours. Likewise, the paper produced by J. Gallardo, J. G. Geraldo and S. Castano, (2015), which stated the clear difficulties that students has, to manage tasks versus deadlines or even the inability to being productive from time perspective with group tasks, wasting time with overall activities and actions required.

Also, highlighted into the literature and important to have a better understanding about the postgraduates Irish perspective, came from the Census of Population, (2016), where was highlighted that 49% of the postgraduates students are between 30 to 44 years old, and secondly by R. Cresnar, (2019), are the period that higher levels of obligations are seen between, work, personal life and also, critical psychological and emotional phase backed by ambitions, life style and afflictions connected with the future.

Overgoing, the opportunity of qualitative researches about the time management perspective and also, students' social aspects, not just in Ireland but all over the studies accessed from different parts of the world, illustrate the attention and sure to its researcher, about the importance and relevance to answer the topic chased.

## **Chapter Three**

### ***Methodology***

#### **3.0 Introduction**

The third chapter of this present academic work aims to carry out a detailed assessment of the methodological approach chosen in order to seek for answers for this dissertation question and its respective application. This topic will begin with the research question aim and objectives and after that, exploring and detailing the method and tactics engaged. The philosophical approach is established through the

mechanisms used to collect the data and also, by the perspective applied into the diversely studies shown in the literature review.

Otherwise, the Methodology chapter will state the data and how it will be endorsed among the measures tracked, important as well, ethical perspective will be aborded and this researcher perspective to improve the legitimacy and consistency of this academic paper. Not less important, the limitations involving this research will be approached during this chapter and a deeper referencing undertaken to funding the bases of this research academic approach.

### **3.1 Research Question, aim and Objectives**

As highlighted into the literature review, is fair to say that there are a huge gap of research and academic contents in relation to importance of the successful use of time management, not just from an academic standpoint but also, professional perspective in Ireland, based on that, its research will seek the importance of time management for academic achievements in Ireland. Also, it is clearly understood from the literature, that there is low number of researches on students` behaviours also, its topic on Irish studies has been notably restricted (F. Borgonovia and S. Greiff, 2020). In order to inscribe this opportunity topic in the literature, the research question that this piece of work aim to answer is ***'How Important the Successful Use of Time Management is for Postgraduate Students? A study developed in Ireland'***. Focused in answer the question and accomplish the settled goal, other aims have been stated which comprise:

1. Identifying how postgraduates' students engaged their successful use of time management.
2. Exploring the benefits well-founded from the successful use of time management for academic achievements.
3. Identifying the challenges and barriers faced using time management for academic achievements.

With clear objectives and solid research based on previous literature review, its researcher aims to address the main question highlighted before also, its secondary objectives as shown above.

### 3.2 Qualitative Approach:

As consequence of the literature review accessed previously, the research questions and aims have been established by its researcher, while, V. Adams and E. Blair`s (2019) work methodology have been important on its research`s design strategy, the researcher opted by the qualitative methodological approach. On the actual environment, where online questionnaire and tools could be easily used by researchers, in order to achieve quantitative studies and otherwise, according with C.Behrens and G. Faimau (2019), its researcher believes, that skills as communication, ambiguity and interpersonal conduct are required to achieve success on social behavioural fieldwork.

Also, its researcher agrees that in qualitative research every single sample size can be highly informative and relevant (C. R. Boddy, 2016) and at least, the qualitative method do not minimize the importance of its work even when compared with quantitative works with huge number of samples (L. Glenna, C. Hinrichs and C. Sachs, 2018).

Otherwise, qualitative design has its challenges and objectives easily based and stated on people behaviours (J.W. Creswell, 2013), which is highly relevant onto its researcher study`s field, underpin into a Master Science in Management course, the triangulation of subjects as indicated by M. D. Myers, (2020), as an important tool, when applied to Management and Business researches to discover different perspectives from the interviewees, won`t be possible, as the relevance of the subject, might be seen as important to all the participants, in other words, even not applied correctly or coincidentally, the ability to manage time might be seen as important, and a fair enough topic.

Also, the researcher intends that the qualitative methodology will be crucial in order to answer the question ` *How Important the Successful Use of Time Management is for Postgraduate Students? A study developed in Ireland*`, as spoken before, with so many personal and social aspects involved. Providing pertinent content as how time management is important for academic achievements and students behaviour also, field not explored as qualitative approach for the majority of the studies accessed into the literature review above highlighted.

Endorsed on the above statements, this academic researcher feels that a qualitative approach when compared to a quantitative perspective presented more advantages for this precise topic, as understanding that the qualitative in design will offer a deeper standpoint of the successful use of time management for postgraduate students outcomes.

This academic paper also labouring an interpretivist perspective, which according to P. K. Kankam, (2019), includes the ability from researchers to interpretive important factors of the academic paper and data collected. Based on that, this researcher believes that social aspects can be better interpreted by the social creations though a shared point of view (K. McChesney, 2019).

As the social and interpretivism style, were shown as a better fit to this researcher, when compared against the positivism perspectives, that states that, at least only a big number of measures can be accepted as overall resilient of content (R. Irshaidat, 2019) also, to infer its social importance.

### **3.3 Sample and Limitations**

This researcher has as aim, focusing on students that already finished their postgraduate courses, gap shown in the literature review not just in Ireland but worldwide, to address the importance of the successful use of time management. To draw ahead this perspective, and to illustrate the sample sizing, this researcher seeks to interview four former colleagues, that already finished successfully their postgraduate courses.

The problem was investigated by the usage of non-probability sampler on the assortment of the four profiles, is highly recommended, as this will allow its paper to fastening the greatest relevant attendant to this research as a purposive sample method (NHS UK, 2016). Gender won't be taken into the consideration for this work, as its researcher intends that time management is an important factor to all postgraduates' students (F. Borgonovia and S. Greiff, 2020).

Postgraduates students were chosen not even just for the gap in the literature review but also because of all the extra aspects involved, as according with A. J. Bohl (2017), the average age have been increasing in postgraduate courses on the past years, as people that already have a structured career are chosen to back to

universities in order to keep improving their skills. But how hard could be manage the career, studies and family for those participants will be approached in this work, about the time management perspective. According with the above its research will focus on individuals that already finished their postgraduate courses (Msc in Management), without gender approach, with people over 33 years. Likewise, aspects as children or career level, won't be taken into consideration and won't influence its researcher when choosing the interviews' participants.

When evaluating on the limitation point of view, is fair to say that are a few limitations attached onto this work. As chosen a qualitative approach paradigm with smaller sample size, few penalties were presented, as findings cannot be used as absolute group's framework (C.Boddy, 2016). Otherwise, the final objectives of this work can be important for students, in order to achieve the successful use of time management for postgraduate academic achievements, not even just in the postgraduate's student's perspective but also, to students coursing other academic levels. On the appendix session will be shared a sample's approach quadrant image to illustrate the above characteristics listed above.

Another aspect seen as limitation, is the fact that all the participants were enrolled in one specific postgraduate course, (Msc in Management) as different courses topic's and modules can affect directly students' time management capabilities (C. Variawa, D. Gerrard, N. B. Asli and K. Newfield, 2017). As highlighted before, this researchers accepts the fact that this academic paper has not the totality ability to being used as framework on the time management topic, but this researcher sets the absolutely importance that the social aspect and the advice, or best practices, collected by this research, are extremely relevant to its topic and or, further discussions.

### **3.4 Questions and Justification:**

This research aims to understand how postgraduates' students faced their studies and how time management helped, on any sort of way, their academic achievements.

As main interviews will be driven focusing to answer its research question, a range of open and closed questions will be applied. The questions have as objective to explore the successful use of time management to academic achievements also

how it was applied during the interviewees' course process. What strategies were used in order to achieve their targets and the barriers faced.

A closed question will be asked regarding how they believe that time management were effective, helping to set their behaviours in order to achieve academic results. As the deficit in researches on the area of time management for postgraduates' students, the questionnaire that could be closest adapted to this research, would be from the work developed by V. Adams and E. Blair (2019), otherwise, their research has been developed considering a quantitative design, instead, its academic work is using a different approach and questions in order to support its researcher to develop this work, as discussed above, highlining and achieving the social aspects of time management behaviours for postgraduate students. Below the list of questions:

1. Has the succession use of time management been applied during your postgraduate course?
2. If so, what strategies have been successfully implemented on a daily basis to achieve academics targets? If "no", how do you think it could be helpful?
3. What are the benefits of the successful use of time management, in your opinion?
4. Which are the challenges that have you faced when implementing time management planning? If "no", why / how?
5. How many hours were used for assignments, readings, physical activities, and sleep?
6. What was the most difficult aspect to fit into your time management plan?
7. What barriers do you think that students are facing when trying to implement a time management plan when attending a postgraduate course?
8. Do you think postgraduates' students have higher chances to be successful if using a time management plan?
9. On a scale of 1 to 5, 1 being no helpful at all and 5 being significantly important to academic achievements, how would you rate the use of time management?
10. After finished your course, do you still using time management to organize your activities or objectives?

11. Do you have any other pertinent comment to the resolution of this research, not mentioned in this consolidated questionnaire?

### **3.5 Interviews, Data Collection and Ethical Considerations**

The interviews will be conducted and recorded by email, as all participants already finished their courses, and also, no less important as well, considering the actual situation in relation to a pandemic worldwide virus (Covid-19), in order to facilitate the access to each interviewee.

The questions, as listed into the above topic, were conducted in order to help this researcher to illustrate a wider and more richer perspective about the chosen topic (time management), also helping to achieve a overall standpoint of the successful use of time management for postgraduate students.

As its researcher already studied with the participants in 2018 (semester II) and 2019 (semester I), a telephone call will be taking place, in order to achieve the very first approach. To explain the research rational and to understand if the desired participants are interested to take part on this study. To conduct this research further, a permission and consequently one formal email with the questions, were sent to the interviewee's participants.

The data collection as mentioned before, will be made through email-recorded interviews, which allows its researcher to be able, posteriorly, to access how many times as necessary the interviews, in order to conduct its findings. These interviews will keep saved into a folder, stored into the researcher's email, which is offered and managed by Microsoft Inc. (@Live.com), which, after the interviews been received, the data will be transcript in Microsoft Word (J. Bamber and L. Tett, 2010), tool highly recommended to be used in qualitative researches.

From the ethical perspective, its piece of work intends that the main limitation could be the fact that people maybe won't be comfortable, to share their schedule activities and how they organized their days during the course journey. Also, its research will be clear with the participants, advising that they will be able to withdraw from this piece of work at any time without any penalties or further consequences (J. Rovers, K. Japs, E. Truong and Y. Shah, 2016). Also, this researcher included to its participants an ethical consideration, making sure that all interviewees were under

protection and free to withdraw this research at any time, without further consequences, also attesting that their data and profiles will be stay safe and not specified into this study.

### **3.6 Conclusion**

Closing the chapter three, that states the Methodology and its particularities, also why chosen approach was carried in order to achieve the objectives established for this academic work. Also, were presented under this topic why the qualitative approach was taken against the quantitative perspective. Not less important, the based approach of interpretivism was explored as well and its reasons and researcher mindset used to achieve this choice.

The data driven, management point of view was expressed, and its meanings provided, in order to underpin why email interviews were adapted to this academic paper. Also, were carried to the participants, about the ethical perspective, that their data will be keep safe and also, that they were free to do not participate of this research, deprived of any penalty or consequences also, still from the ethical point of view, their profiles and identities won't appear onto this paper.

Respective limitations in relation to the methodological approach chosen and its process also were shown under this topic, including the social aspect adopted, which could be questionable for other researchers' perspective.

## **Chapter Four**

### ***Findings***

#### **4.0 Introduction**

The chapter four, Findings, carry out the results achieved by the four interviewees succeed among its dissertation work, developed by this researcher. The objective of this academic paper has been to illustrate how important is the successful use of time management for postgraduates' students and their behaviours during their academic journey. As expected, the "Findings" chapter will show up the outcomes achieved as settled in the beginning of this work. Involved to pursuit the research goals, the data collected and assigned by this researcher as important, likewise the

importance to answer the objective stated for the question will be shown. Also, on the below topic, the three objectives findings will be aborded individually and its respective outcomes from the interviews taken by the order of `Identifying how postgraduates' students engaged their successful use of time management', `Exploring the benefits well-founded from the successful use of time management for academic achievements' and `Identifying the challenges and barriers faced using time management for academic achievements'.

#### **4.1 Interviewees' profiles**

Further, an overview about the interviewee's profiles will be described. Even as discussed before, that no considerations in relation to gender, social aspects, personal aspects, or even professional level were measured. This research was keen to interview four former colleagues, that already finished their postgraduate courses successfully, two interviews were received successfully produced by the two interviewees that during the pre-interview call, confirmed that time management was an important aspect onto their academic journey. These two profiles will be identified by profile A and profile B under the further findings. Also, a complete interview answers transcription will be provided under the appendix session.

To illustrate, the profile A is female, work as CEO for a well-established business in North of Dublin, 44 years old and after finishing her Masters' degree, enrolled to a PhD course. The profile B is male, work as a Business Develop Manager, over 33 years old and stated that time management was applied not just during the Master's in Management course but also, still being present in professional and personal life's aspects. The profile C is 39 years old, project manager and also, as B, attempts that time management was highly important for their postgraduate achievements. As according to B. Marshall, P. Cardon, A. Poddar and R. Fontenot, (2015), is important to draw the interviewees profiles during a social and behavioural research, in order to illustrate and to achieve a better link with the findings.

Otherwise, one of the four participants, that during the pre-interview call, confirmed that time management was not seen as an important but yes, regular topic during the academic journey, already finished, did not answer the email questions into the settled deadline discussed. The next topics will be founded under the three objectives settled for this academic paper, rather than the main research question,

which is, *'How Important the Successful Use of Time Management is for Postgraduate Students? A study developed in Ireland'*.

#### **4.2 Identifying how postgraduates' students engaged their successful use of time management**

This valid objective has been seen by this researcher as important during the students' academic journey as one of the highlights of this study, as shown into the literature review, lower is the number of academics paper that achieve a social and students perspective about time management, focusing on that, as stated onto the above breakdown topics this researcher aimed to illustrate how the qualitative approach was taken.

By this perspective, it is clear from the data collected from the participants that the successful use of time management is recognized as significant and valuable for the applicants of this research paper.

Once interviewees have been enquired, to share how these students has engaged the successful use of time management also, which strategies were placed by the profiles A, B and C during their academic journey the further statements were noticed. From the profile A, was shared that as being a CEO of a care-taker approach company, therefore, was recognized the needing, to be in a position to support the team or implement new strategies, practices from a high-level CEO perspective also, affirming that as a reason of why time management is so important to "A". "A" also states that would not be able to support the organisation appropriately if I do not prioritise correctly time over activities. "A" also confirm that the same practices must be applied from the postgraduate perspective and that time management helped 100% the outcomes achieved from the academic perspective.

"A" also highlighted that the experiences emerged from work experience were able to help the academic perspective when difficulties started to emerge, also the ability to classify what is necessary and what is needed to be done immediately must be taken with the proper attention, "A" affirm that the ability to have a systematic approach to planning and organise the targets, helps to achieve good time management perspective. Another aspect that this researcher finds as important point shared by "A", is the element that is important to set clearly defined tasks by seeking

clarity from the start, in other words, understand the tasks is clearly a plus to help the engagement of time management.

Otherwise, the profile “B” also confirms that time management was seen as an absolutely important topic in all over the activities enrolled, specially, over a two years period of learnings, being a person who works full time and has children and family, the ability to manage time correctly, ensured good learning outcomes, able time to complete reports and a well-being home life atmosphere which go through what this researcher was chasing with this qualitative study approach.

“B” also, shared how the time management has been schedule among the studies` years under the further topics divided between family, work and learnings, as: Basic Outline, Family Basic Outline and Self-Time Management, that could be seen completed into the appendix session. Likewise, into the work basic outlines were identified; *Ensure all work is done in a timely manner and company management do not see a falloff in day to day task, relevant work KPI's must be achieved and surpassed where possible, keeping line management informed on course work required and ability to ask management if increased work load in college required the ability to use work 'time' to be used for college work.* From the family outline perspective, “B” highlighted that set friends and offer a full understanding of the time commitments prior to the college journey is important also, at times when low workload is noticed, ensuring family duties are achieved. “B” also shared that as attending twice a week the presential classes at NCI, the schedule of extra hours to keep the content up to date assumed could be up to 6 hours per week (estimated).

By the “B” statements we can clear see an ability to manage time and create schedules to do so, also, including balance between work, personal life and academic duties and extra hours to keep the content up to date, “B” also, contributes for the time management perspective based on postgraduate students, that as highlighted before, in Ireland are 49% aged between 30 and 49 years old (Irish CSO, 2016), with extra activities with such relevance as family and work.

From the “C” perspective, the best way to engage the better use of time management is by the creation of to do lists, diaries and ensuring that meetings are scheduled rather than spur of the moment, as this can consume and affect a consider amount of time and effect directly the time management behaviour.

### **4.3 Exploring the benefits well-founded from the successful use of time management for academic achievements**

To help this researcher to understand, which are the benefits employed by time management behaviour, a closed question was undertaken into the research questionnaire.

By the “A” perspective, applying a good use of time management helps by stated before by this piece of work and literature review, to ensuring a good work and life balance. “B” also highlighted that as enrolled in a stressful and high demand activities as being a company CEO, “B” also faced learnings as hobby and therefore enjoy studying and learning new ways of doing things. “B” also complement that is finishing a PhD and it would not be possible without the good use of time management.

From the “B” perspective, the clear benefits of using time management for academic postgraduate achievements are always been on top of the work, no afflictions on deadlines of works that must be completed, better flow of ideas when organizing the work approach and again, as before commented into this research less stress.

Otherwise, “C” has seen time management from a tool perspective, “C” states that by organisation and prioritising the daily tasks, lead to achieve better performance, benefits from projects schedules perspective and reduce latency when developing any tasks. “C” also highlighted as according to “B” that by a personal basis, time management reduces stress and allows students to build a good relationship with teammates and enhances teamwork across any group activities.

The statement from “C”, already goes through the maxima highlighted by S. Lubbe, L. Worrall and R. Klopper, (2005), painted into the literature review, that among years of experience as high level educators, noticed that students waste time all over group activities and according with the data collected from “C”, in this research, time management is seen as an allied when applied onto groupworks.

### **4.4 Identifying the challenges and barriers faced using time management for academic achievements**

This researcher believes that not just the aspects of how time management has been productive for postgraduate students or even how they carried out this topic must

be achieved, but also, the challenges and barriers faced while using or trying to improve the use of time management, during the academic journey of the interviewees. Not less important, as successful postgraduate students, that have been already achieved their master's degree in Management, this researcher believes that this amount of data collected, is important to illustrate the standing of time management for future postgraduate students, or even for future researchers all over the globe or in Ireland as an important social aspect. Also, a closed question was applied in order to achieve clear perspective around the challenges involved on the successful use of time management for postgraduate students.

From the "A" perspective, personal behaviours are always connected as barriers and difficulties to implement a good time management plan or perspective, "A" also completed, that believes, people always present with their own priorities, many those, that have been left to the last minute, which, according to A. Hafner, A. Stock and V. Oberst, (2014), the action of procrastinating is the biggest threat to academics achievements. Otherwise, "A" highlighted that setting guidelines and agreements in procrastination situations, have proven fruitful when trying to continue to the time planning already settled.

Otherwise, from "B" perspective, the challenges and barriers to manage time are usually from challenges raised in work, when business levels increased during busy periods, which as further consequences, time dedicated to study was reduced. "B" shares, that as knowing that the periods are at specific times of the year, the additional work done, historically, help to these busy periods. This researcher clearly attempts and link, the data collected from "B" to the statement made by R. Cresnar, (2019), which according with Irish CSO of 2016, postgraduates in general are between 30 to 44 years old, and that this population present higher levels of obligations between, work, personal life and also, critical psychological and emotional phase backed by future ambitions and afflictions. Is well stablished from the "B" profile a clear, concern to use time management for educational, professional and personal aspects, which is rich enough for this researcher as chased into a qualitative design adopted.

From the “C” point of view, time management has not such a barriers and afflictions, saying that due well organization and rigid schedule, will underpin the successful use of time management for academic and postgraduates’ perspectives.

#### **4.5 Extra findings**

This researcher set as extra findings, while connected with the main topic under research, the social aspects emerged from the highly different three profiles (A, B and C) interviewed.

While “A” believes that time management is consequence of the necessities and duties for the actual professional position (CEO) and equally applied to educational purposes, which are seen as interest as well, “B” states and shows time management as an empirical tool, applied not even from the professional perspective but also, personal and academic field, which goes through the perception of this researcher. Otherwise, “C” has stated the use of time management important, this researcher believes that “C” uses time management as a closed tool, which must be seen and followed by scheduled and non-flexible, while from the “A” and “B” perspectives, time management is alternated and fitted as per social, personal, professional and academics perspectives.

#### **4.6 How Important the Successful Use of Time Management is for Postgraduate Students? A study developed in Ireland**

As seen above, is fair to say that “A”, “B” and “C” presented different approaches to handle with the time management topic during their period as postgraduates’ students. While is clear the strategies aborded and followed by each profile, a better approach and organization where seen from the profile “B”.

Another important factor where seen and highlighted into the peripheral finding when linked into the literature review approached. This researcher believes that time management must be seen for more researchers or even for educational institutions as an important aspect of social behaviour, also, where clear stated by all the participants that time management was essential to achieve their academics outcomes.

As already presented before, this researcher intends that underpin this study as a framework for the successful use of time management for postgraduates`

students, unfortunately, cannot be achieved, as a qualitative in design developed. But this researcher also believes, that the qualitative approach, as the main topic have been evidently connected to a social aspect, who backed by the literature review, in its totality being quantitative researches, stated the afflictions, psychological aspects and issues, or even low grades of students that do not apply time management as a tool, assumes the importance of the opinion of three students (here interviewees) that successfully achieved their postgraduate courses.

Based on that, this researcher believes that this academic paper, focusing to answer the main question, was delivered as “partial answered” likewise, to the main question of this research. Being positively from the perspective of human interaction and their directly opinion in relation to personal vs professional vs academic perspective, were not aborded in the quantitative studies as a holly perspective. But at the same time, as not able to be used as framework, the answers achieved cannot be used as a maxima on the topic, but for sure must be considered for future researchers chasing for more information in relation to time management and postgraduate academics achievements.

#### **4.7 Conclusion**

The findings while, obtained by different three types of profiles (A, B and C) as highlighted above, and using time management by three different perspectives as well, this researcher assumes as positive the data collected from the participants.

The peripheral objectives where stated and linked with the previous accessed literature and also inter conflicted between the participants data collected. As stated before, the size of the sample, cannot be achieved as framework, but also can be seen as important as stated into a qualitative in design research.

Factors as the ability to use time management for postgraduate academics' perspectives is directly built in with personal and professional aspects, which, as a social topic has absolutely relevance. While, as before explained, the majority projects on this field are in quantitative design developed and by its aspect, are able to attest tangible aspects as grades point averages, anxiety and psychological disorders when students are not being able to use time management properly, otherwise, none of the studies accessed presented a perspective from the postgraduates students and

opinions of How Important the Successful Use of Time Management is for Postgraduate Students.

## **Chapter Five**

### ***Discussion***

#### **5.0 Introduction**

During the chapter five, “discussion”, a critical overview will be produced in relation to the findings perceived by this researcher, and evaluate these findings compared or highlighted due the actual literature available. Likewise, the link between the findings regarding the interviews’ taken with the participants, is backed by the idea to associate and illustrate the difference with the present studies, already shared into the literature review of this academic work.

The discussion chapter will produce and defer new understandings or clarifications that have been acknowledged and also, will be thoughtful and critical in strategy. To achieve a constant flow construction, the topics will be aborded as per the objectives settled at the commencement of this research and also, discussed onto the chapter four, “*findings*”.

Not less important, everyday inferences will be explored backed by the findings produced from the interviewees taken and data collected, aimed to achieve and discuss the objectives aligned for this academic study.

#### **5.1 Discussion: Identifying how postgraduates’ students engaged their successful use of time management**

Settled as one of the objectives to be pursuit, the idea of how students engaged their time management during their academic journey, was appointed by this researcher and, as a key point, addressed with a closed question into the questionnaire produced.

As a study produced in Ireland, this researcher believes that the idea of how postgraduates` students engaged their successful use of time management, as social aspect, is directly connected with the local where these participants belong, based on

that a deeper diving into the literature were produced and relevant studies linked to this paper, as for example the academic work produced by M. Byrne, B. Flood and P. Willis, (2010), which correlate the successful use of time management with learnings capabilities and outcomes, which was also understood and related from the data collected from the profile “A” and profile “B”. In special, profile “A” also highlighted that see the academic topic as an interest, which according to W.C. Wang, C.H. Kao, T.C. Huan and C.C. Wu, (2011), people with positive thinking behaviours, presented a better understanding and overview about time management perspectives. This researcher intends as a finding the fact that, students that presented a good overview of time management also, feel themselves and their outcomes from a positive perspective, being an important aspect to engage successful their respective time management plan.

Another important finding that relates with the Irish study produced by T. Foley, (2020), which critically evaluate among the use of technology versus the inability or even loss of capabilities on students, to achieve face-to-face interactions, were directly linked from the data collected by “B” profile. “B” highlighted that sees as an allied, when engaging time management, the fact that keeping colleagues close in order to achieve a better informative point of view of the workload, helps, to achieve a better time management behaviour. According with that and also being an extra finding of this study, “A” profile stated, that to achieve a better time management engagement, a relevant threat, is the fact that students do not place education as first objective to be achieved and also, pointed as barrier, surrounding themselves with those not as ambitious as themselves, will implicate directly their capabilities of manage time correctly.

Likewise, this researcher links as benefits and findings from the successful engagement of time management for postgraduate’s` students and according to the data collected from “A”, “B” and “C” profiles, that the correct engagement helped them to achieve a better balance between, personal life, work and academic perspectives and confronting to S. Lubbe, L. Worrall and R. Klopper, (2005) study, reducing the time wasted when producing an academic paper or outcome.

Even further, “B” highlighted that postgraduates` courses are not at least, a test of intelligence, but a test in time management, backed by, a necessity embedded for

postgraduate student aside to manage their time in order to do readings, study, report writing, exam study, research and in most cases engaged in a full time professional role, assuming that successful postgraduates' students can manage all these aspects over a two years period, because of the successful use of time management. Highlighted as well by the Irish Census, (2016), that figures that 49% of Irish postgraduates students are aged between 30 to 44 years old, naturally, the ability to manage time and engage it as a tool has its perception by this researcher, crucial during the academic journey.

## **5.2 Discussion: Exploring the benefits well-founded from the successful use of time management for academic achievements.**

Otherwise, the benefits have been reported few of the literature abored, this researcher highlight that as a qualitative in design work, has a deeper social approach in relation to quantitative in design, which is the majority of the works produced and stated among the literature review. When chasing to present the evidence of the benefits from the successful use of time management for academic achievements, we can easily go through the research made by T. Sahu, E.Rao, S. K. Kar and S.Quazi (2017), which presented that more than 50% of the students accessed by this research, presented none use of specific material to support themselves to manage their time over activities. These maxima go through the data collected from "C" profile, who states, that a well-designed time management can help postgraduates' students to stay on track with activities and Increase their chance of been successful.

Backed by the above findings this researcher highlight that the time management behaviour must be a skill to be developed and according with B. George & R. Walker, (2019), generally, in management behavioural aspects, the practice brings better results than operationalization, which disagree with the data collected from "C" profile, which states that time management must be followed restrictively, which could effect on practical implications when developed, otherwise, profiles "A" and "B" highlighted that time management, not even just from the academic perspective but also personal and professional point of view, must be constantly revisited in order to achieve a better outcomes, which from this researcher perspective makes more sense than a closed plan.

As barrier to embrace this objective aimed, is the fact highlighted by S.Ollila and A.Ystrom, (2020), that says that the social economic aspects influence directly on the time management behaviour perspective, as all the interviewees are at a high level of their respective careers, this researcher intends that the well achieved economic perspective by the interviewees, likewise contribute to their behaviours on time management perspectives, but as qualitative in design it cannot be carried as relevant, once participants with lower economic power were not accessed.

Another findings coming from the data collected by “A”, “B” and “C” profiles goes straight over with W.E.Kelly (2002) statements which says that people need to be aware of time, people need to be aware of the tasks or activities that fill their time and at least, people must be positive in their tasks habits. Founded into a qualitative perspective and as highlighted before, social and interpretive point of view, this researcher intends that as per data collected the correctly approach of time management is capable to trigger well-being feelings for students during their academic challenges. Also, is evident that the interviewees as D. Perkins, 2012, consider time management as significantly important tool to academic achievements as all participants rated between 1 to 5, higher scores, for the importance of time management for their academic accomplishments.

### **5.3 Discussion: Identifying the challenges and barriers faced using time management for academic achievements**

Backed by the challenges faced to implement time management for academic achievements, this researcher included two open questions into the questionnaire sent over to the participants interviewees as *‘which are the challenges that have you faced when implementing time management planning?’* and secondly about their opinion as *‘What barriers do you think that students are facing when trying to implement a time management plan when attending a postgraduate course?’*. These questions objectives were to collect their personal perspectives about the time management behavioural outlook.

As mentioned onto the above topic and according with S.Scherer, C.P.Talley, and J. E. Fife (2017), students with low economic power, presented a lower attention to the time perspective, also was highlighted into S.Scherer, C.P.Talley, and J. E. Fife (2017) study, that psychological aspects matters, when time management is spotted,

from this researcher perspective, the psychological aspect in relation to how the participants' state of mind were, when coursing their postgraduate courses, was not reached, as the main focus of this academic paper was to illustrate how their shared experiences, could demonstrate the successful use of time management for academics outcomes. Also, as highlighted before, economical aspects were not taken under consideration when choosing participants and was not part of this data collection and approach.

As well highlighted before, and seen as a peripheral findings by this researcher is the fact that "A" and "B" highlighted, that be close of colleagues that share the same positive expectations about studies and academics objectives, were perceived by the participants as important to time management behaviour, such a connection, were not described on any of the studies accessed on the literature review. This academic paper intends that be surrounded by colleagues that do not apply time management or do not share ambitious academic outcomes could be a threat for students focused on these goals.

"A" also presented that the half commitment with the academic patch will increase stress when exams and assignments are due, being organised and having a good time management system, leads to reduced stress levels, which according to C.Variawa, D.Gerrard, N. B.Asli and K.Newfield (2017), as much more content students accumulate to study, or backed by procrastination on tasks deadlines, higher stress levels were noticed from the participants.

#### **5.4 Conclusion**

This chapter was able to offer an open discussion of the data collected from the interviews achieved and link them with the existing literature on this field. It highlighted the relevance of the findings and supported the underpin accessed academics paper, likewise their assistances on the successful use of time management on the academic perspectives and its respective barriers and challenges to be implemented applied backed the experiences of successful academic postgraduate students perspectives.

Likewise, all the three participants were clearly engaged with the time management perspective and the benefits well achieved with its usage, were evident the personal perspective an individually perspectives must be considered when implementing a successful use of time management, in other words, time is seen

differently by each person singularity. While, time management and academic success were achieved by the participants, each presented as highlighted before, their own thoughts and ways to manage and plan this factor.

## **Chapter Six**

### ***Conclusion***

#### **6.0 Introduction**

This very last chapter will produce a solid conclusion, assembling the findings and critically discussing its worthiness for future academic works and indication grounded exercise. This academic paper, already indicated the importance of the successful use of time management for postgraduates` academic achievement on the above chapters and aimed a few goals were acknowledged regarding the successful use of time management by previous researches highlighted among this work, identifying and engaging time management as a powerful tool, even not receiving the appropriated attention for few students and academic institution. Also, the lack of opportunity was identified, specially in Ireland and as according with this researcher thoughts, the place were students are inserted, affect directly the social aspects and influence the ability of time management directly.

Categorizing the challenges and barriers modelled through the successful use of time management for postgraduate`s students, contextualizing under the Irish perspective and accessing several numbers of studies, from all over the globe, among the academic behavioural matters, for students and time management for academics` perspective as well.

Into the sixth chapter the further flow will be presented from the conclusion perspective of this researcher as *principal findings, limitations of this study, relevance of this research, further recommendations* and *conclusion*.

#### **6.1 Principal findings**

As highlighted into the topic findings a structured conclusion will be draw as per each aimed topic in the objectives of this research.

### **6.1.1 How postgraduates' students engaged their successful use of time management.**

As a qualitative in design study, this researcher intends that the social aspects involved with time management for postgraduates' students must be researched by an interpretivist point of view also, by interviewing postgraduates' students that already finished their courses, which was not provided or explored among all the literature accessed, would be a great approach in order to understand their behaviours, challenges and illustrate from a personal perspective, how time management was crucial for their academic achievements.

While three different interviewees approach and profiles to achieve and engage time management during their academic journey, few important points were highlighted by this researcher into the findings and discussion, as for example, by the data collected from the interviews, was evident that the way of how these students percept and faced time management, helped them to draw a plan, also, the fact highlighted by the participants that, surround themselves by students with the same type of academic ambitions and behaviours, was painted as absolutely important to develop a good time management behaviour, and as expected by this researcher, an important finding linked strongly with social aspects involving time management and postgraduate students behaviour, when engaging their management plan.

Also, was accorded by this researcher, from the data collected, the evident necessity of time management engagement plan, as according to the Irish census (2016), 49% of the postgraduate students are aged between 30-44 years old, and as outlines collected by this research, all participants demonstrate a strong concern about connecting work, personal life and academic journey to time management behaviours.

Another important conclusion from this study and according with the qualitative data collected and likewise as highlighted by *W.C. Wang, C.H. Kao, T.C. Huan and C.C. Wu, (2011)* and *T. Foley, (2020)*, people with positive thinking behaviours develop a better time management perspective and as participants thoughts, technology is important to achieve a well academic performance but the face to face interactions with colleagues must be seen as the same importance as the use of technology to engage a better use of time management while academic journey.

### **6.1.2 Benefits well-founded from the successful use of time management for academic achievements.**

As conclusion in relation to the benefits well-founded from the successful use of time management for academic achievements, this research study, agrees with the maxima highlighted from *H. Kearns and M. Gardiner (2007)*, and *A. S. A. Khatib, (2014)*, which says that time management behaviours, reduces students afflictions and stress among their studies. The data collected by this researcher goes further in relation to that, as demonstrated by the postgraduates` students participants of this paper, time management was not identified just as helpful to reduce afflictions but also a principal tool to achieve a better work-life balance and as postgraduates` students enrolled in a full time job, essential to achieve all responsibilities among all their life`s aspects.

As discussed before, career level was not considered by this researcher when choosing the participants and as peripheral and surprisal finding for this research, all participants presented to be in a high level status among their careers and the benefits to develop a clear time management behaviour, was directly associated with their success into all over their life`s aspects as well (work, personal and academic).

Not less important and according to *S.Scherer, C.P.Talley, and J. E. Fife (2017)*, personal and economics aspects matters. From a different perspective *S.Scherer, C.P.Talley, and J. E. Fife (2017)* accessed hundreds of Afro American students, trying to find how the ability to manage time could affected, by their social position, differently, this researcher did not engage the economic aspect into this study but as conclusion, agree with the maxima from *S.Scherer, C.P.Talley, and J. E. Fife (2017)* that economics aspects matter when developing a plan as positive behaviour and positive thinking as well. All the participants presented a well-being style all over their life`s aspects and this researcher concludes that it is linked with the successful use of time management, including their academic outlines.

### **6.1.3 Challenges and barriers faced using time management for academic achievements.**

As challenges and barriers faced using time management for academic achievements, this researcher concludes that the age and actual life position, as mentioned before by *Irish CSO (2016)*, postgraduates students in Ireland, are between

30 and 44 years old, likewise work aspects, personal and family aspects must be considered. Even being a qualitative in design, this study attempts to the data collected from profile “B”, which states that do not investigate the required time as per each objective activity by speaking to others that have done similar courses, is seen as an barrier.

Again, from the above statement this researcher enforce, how important is the social and inter-personal aspects in order to achieve and to develop a concise and positive use of time management for postgraduates’ students, and according to N. AlKandari, (2020), as consequences of poor time management behaviour, self-isolation students’ behaviour could be detected. Likewise, this researcher concludes that psychological aspects caused by anxiety and procrastination could be triggered by low ability to manage time.

## **6.2 Limitations**

From the limitations point or view, this researcher concludes, as highlighted before, as qualitative in design developed has its weaknesses, as the conclusions cannot be utilised as framework. But controversial on that, the findings can be beneficial in relation to achieve the importance of the successful use of time management for postgraduates` students.

Extra limitation is the small sample as this academic paper was undertaken with three participants only and overall, with same perspectives from the topic aborded, which, at the same time was the objective to be explored as a social standpoint research. This researcher had initially chased four participants, but unfortunately, one interviewer was incapable to answer the questions into the deadline proposed. Which is interesting is that, the only participant that was not able to answer the email-questionnaire, was the same person that during the pre-interview call, mentioned that time management was not seen as an important issue or primordial tool.

Regarding the data collection perspective, is seen as positive, the idea to have more questions in order to find out more information about the participants background. This researcher drove the chosen of the participants without consider economical or social perspectives, which could affect directly how people manage their times as according to S.Scherer, C.P.Talley, and J. E. Fife (2017) and the way that they communicate themselves with other people (students).

### **6.3 Relevance of this research**

This researcher enforces the relevance of this study. As seen from the literature review, even with a lower number of studies designed focusing attractively on the time management perspective for academics' achievements, the existing literature were able to provide how poor time management is directly connected, by different researchers and academic papers, to lower academic performance, lower ability to achieve interpersonal relationships and preoccupied, connected with psychological factors as self-isolation and bad perspectives in relation to the future.

The quantitative and interpretative design were important from this researcher point of view, to collect data from students that already finished, successfully, their postgraduate courses, and even not been capable to be used as framework, by the small sample size, it does can be revisited by postgraduates' students in order to understand how time management behaviour was important to the interviewees academics' outlines. Also, backed by the previous literature, understand that the poor time management behaviour affects psychological aspects in life, which from this researcher perspective is preoccupied. Specially for postgraduates' students and poorly aborbed by academic institutions and researchers.

### **6.4 Recommendations**

As recommendation, this researcher states, that for social aspects the qualitative in design studies matters when measuring the successful use of time management for academics achievements, but also is fair to say that a quantitative in design approach considering how enrolled students are facing time management during their actual postgraduate journey, would be interesting to illustrate how the general number of students are seen it.

Also, as highlighted before, personal and economical aspects must be achieved while conduction a quantitative time management approach, in order to illustrate from a better perspective, the differences between the profiles (participants).

At least, future quantitative academic papers then, could chase for more answers regarding the efficacy of postgraduate students to develop the successful use of time management, versus their life aspects as career, academic objectives and personal life.

## **6.5 Conclusion**

This dissertation asserts that there is a combination of behaviours backed by the interviews accessed by this research, regarding the personal a singular way to apply time management as per each person, their respective objectives and experiences. However, developed in Ireland, this study cannot be used as absolute framework, but as qualitative in design, were able to evaluate and discuss the findings from the literature review versus the data collected from its participants (profiles).

The above final chapter, were able to draw a conclusion and recommendations for future researchers, interested on the academic time management topic. Also, as first research developed in Ireland, focusing on time management behaviours, this researcher expects to open a precedent for future studies on this field in Ireland, which as highlighted before, so important on all aspects of human life, even when not seen or recognized as a tool, and as discussed before, time cannot be retrieved and must be handled with proper attention.

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## Appendix one

### *Interview Questions*



Name:

Age:

Occupation:

- 1 Has the succession use of time management been applied during your postgraduate course?
- 2 If so, what strategies have been successfully implemented on a daily basis to achieve academics targets? If "no", how do you think it could be helpful?
- 3 What are the benefits of the successful use of time management, in your opinion?
- 4 Which are the challenges that have you faced when implementing time management planning? If "no", why?
- 5 How many hours were used for assignments, readings, physical activities, and sleep?
- 6 What was the most difficult aspect to fit into your time management plan?
- 7 What barriers do you think that students are facing when trying to implement a time management plan when attending a postgraduate course?
- 8 Do you think postgraduates' students have higher chances to be successful if using a time management plan?
- 9 On a scale of 1 to 5, 1 being no helpful at all and 5 being significantly important to academic achievements, how would you rate the use of time management?
- 10 After finished your course, do you still using time management to organize your activities or objectives?
- 11 Do you have any other pertinent comment to the resolution of this research, not mentioned in this consolidated questionnaire?

## **Appendix Two**

### ***Overview for the research contributors***



#### **What is this research objective?**

The purpose of this academic paper is to establish the standing of the successful use of time management for Postgraduate Academic Achievements. I hope that by a better understanding of these experiences we will be able to explain or even summarize how time management could help postgraduate students.

#### **What do you have to do?**

If you accept to participate, you just need to answer the questions wrote in the email's body.

#### **What is the advantage to participate of this study?**

There are no personal rewards for participating of this study.

#### **How long it will take?**

Is expected that it won't take more than 15 minutes to answer the questions descripted into the email's body.

#### **What will be the destination of the information composed?**

After received your answers, I will be able to work on it and start the procedure of observing the information by a mutual connotation among the contributors.

#### **Will my answers be stored?**

Your email will be kept and accessed only by its researcher and at no stage, your name will appear into the paper.

#### **Who will have admittance to the data collected?**

Only this researcher and the researcher supervisor.

**May I contribute with this study? Am I allowed to deny it?**

There is no duty on your behalf to contribute to this research. You can ask to remove your agreement with no further responsibility.

**Will people know that I participate of this research as interviewed?**

No

**What do I do next?**

By answering the questions by email, you will be accepting to take part of this research and no further action are expected from your side.

Thank you for your time and attention.

**Best,**

**Walter Ferreira**

## **Appendix Three**

### ***Participant agreement information***



Hi \_\_\_\_\_,

Thank you for your time and availability to answer the below questions for my final dissertation. As discussed before, its research is a portion of my master's in management at NCI.

By answering these questions, you agree to take part of this academic study as discussed into the attached overview for the research contributors named as 'How Important the Successful Use of Time Management is for Postgraduate Students? A study developed in Ireland'.

Please, note that you can withdraw from the study at any time without giving a reason and you will not be affected.

As personal questions feel free to answer in the first person and the way you judge vital.

**Thanks,**

**Walter Ferreira**

## Appendix Four

### *Interview Transcript – Profile “A”*



- 1 Has the succession use of time management been applied during your postgraduate course?

100%

- 2 If so, what strategies have been successfully implemented on a daily basis to achieve academics targets? If "no", how do you think it could be helpful?

While time management may seem like a fairly straightforward concept it can be difficult to achieve when working in a reactive working environment like that of homecare. I see my role as CEO from a care-taker approach, therefore I need to be in a position to support the team or implement new strategies, practices etc. as required. For this reason time management is very important. I can not support the organisation appropriately if I don't prioritise my time. There are many times when items just need to be prioritised e.g. what's necessary and in need of immediate attention and what can be put off for another day? Having a systematic approach to planning and organising my work helps me achieve good time management. Cutting out unproductive conversations, numerous or any of the other little time wasters in my schedule takes will power but it is worth it. Sometimes demands from stakeholders just need to be met. But it is important for me to set clearly defined tasks by seeking clarity from the start.

- 3 What are the benefits of the successful use of time management, in your opinion?

By having good time management this helps with ensuring a good work/life balance. While I have a demanding role as CEO I also see new learning as a hobby and therefore enjoy studying and learning new ways of doing things. I am currently

completing a PhD which would be unachievable in the absence of good time management.

- 4 Which are the challenges that have you faced when implementing time management planning? If "no", why?

People are always the main presented challenges. People always present with their own priorities, many that have been left to the last minute. Setting guidelines/agreements in these circumstances have proven fruitful when trying to stick to the time planning set out e.g. times allocated for study

- 5 How many hours were used for assignments, readings, physical activities, and sleep?

The hours implemented varied based on work/family commitments and what was required from college e.g. assignments/exams etc. On average I would attend college two nights a week 6-9pm (Monday & Wednesday) and I would complete college work two-three hours on two other week nights. At weekends I could spend the day times working on college and the evenings of Friday, Saturday and Sunday with family/friends. Where possible I always tried to get 8 hours a night sleep.

- 6 What was the most difficult aspect to fit into your time management plan?

People as specified above and the reactive working environment of Homecare. I often had to take leave just to complete assignment, for exams etc.

- 7 What barriers do you think that students are facing when trying to implement a time management plan when attending a postgraduate course?

The biggest barriers to students is not putting their education first and surrounding themselves with those not as ambitious as themselves. As a student it is important to recognise that being half committed will cause much stress when assignments are due or during exams. Being organised and having a good time management system leads to reduced stress levels.

- 8 Do you think postgraduates' students have higher chances to be successful if using a time management plan?

100%, plus they will also walk away with a greater subject knowledge and be able to balance work/life/college, therefore not loosing out on the other important things in life.

9 On a scale of 1 to 5, 1 being no helpful at all and 5 being significantly important to academic achievements, how would you rate the use of time management?

5

10 After finished your course, do you still using time management to organize your activities or objectives?

Always, I start my day, everyday prioritising my task and allocating sufficient time to each.

11 Do you have any other pertinent comment to the resolution of this research, not mentioned in this consolidated questionnaire?

No.

## Appendix Five

### *Interview Transcript – Profile “B”*



- 1 Has the succession use of time management been applied during your postgraduate course?

Yes, at all times. This is a critical part of the process over the 2 year period of the learning. As a person who works full time and has kids and family the ability to manage my time correctly ensured good learning, time to complete reports and a happy home life.

- 2 If so, what strategies have been successfully implemented on a daily basis to achieve academics targets? If "no", how do you think it could be helpful?

#### Work: - Basic Outline

- Ensure all work is done in a timely manner and company management do not see a fall off in day to day task.
- Relevant work KPI's are been achieved and surpassed where possible
- Keeping line management informed on course work required.
- This processed allowed where needed ability to ask management if increased work load in college required the ability to use work 'time' to be used for college work

#### Family: Basic Outline

- Ensure family and relationships have a full understanding of the time commitments prior to the college journey
- Letting them know how the workload is progressing
- At times of low workload ensuring family duties are done!!

- This allowed for understanding from the family as the workload increased

Both these allowing you then to management your time on your terms.

Self time Management:

- Bi Weekly Attendance to college
- Twice a week attendance to library facility to keep all work up to date.
  - 6 hrs per week - estimated
- One home working night
  - to complete works as required
- Be very regimented in approach to core work
  - Do not fall behind
  - Ensure notes from all classes are completed weekly.
- In the build up to exam leave time was also taken 2/3 days to complete study
  - Working with fellow class mates to help in gap learning

3 What are the benefits of the successful use of time management, in your opinion?

- Always been on top of the work
- no panic for works to be completed
- Organised approach to work
- Less stress

4 Which are the challenges that have you faced when implementing time management planning? If "no", why?

The challenges arise in work as business levels increased during busy periods. As a result college study time was reduced. But knowing that the periods are at specific times of the year the additional work done in the build up to these periods helped.

5 How many hours were used for assignments, readings, physical activities, and sleep?

- Sleep - 8 hrs daily

- Assignments / readings - 6 to 12 hrs per week
- Activities - 1/2 hrs pw

6 What was the most difficult aspect to fit into your time management plan?

- Additional family activities and holidays
- Weekends lost to college
- Not going to sporting matches.

7 What barriers do you think that students are facing when trying to implement a time management plan when attending a postgraduate course?

- Not fully investigating the time required, by speaking to others that have done similar courses
- Colleges should allow this
- NOt keeping people close to you informed of the workload.

8 Do you think postgraduates' students have higher chances to be successful if using a time management plan?

- Most definitely and this can also be used for work life balance once completed.
- These courses are not a test of intelligence but a test in time management. How can a person set time aside to do readings / study / report writing / exam study / research and in most cases hold down a full time role. Successful grads can manage all this over a 2 yr period.

9 On a scale of 1 to 5, 1 being no helpful at all and 5 being significantly important to academic achievements, how would you rate the use of time management?

5

10 After finished your course, do you still using time management to organize your activities or objectives?

Yes, it has become a very integral part of my role

11 Do you have any other pertinent comment to the resolution of this research, not mentioned in this consolidated questionnaire?

No.

## Appendix Six

### *Interview Transcript – Profile “C”*



1. Has the successful use of time management been applied during your postgraduate course?

Yes time management was critical to studies during the course.

2. If so, what strategies have been successfully implemented on a daily basis to achieve academics targets? If "no", how do you think it could be helpful?

Create to do lists and diaries and ensure meetings are scheduled rather than spur of the moment as this can consume vast amount of time and effect your time management.

3. What are the benefits of the successful use of time management, in your opinion?

Organisation and prioritisation of daily tasks lead to achieving milestones and benefit projects schedules and reduce scope lag. On a personal basis it reduces stress and allows be to build a good relationship with my team and enhances teamwork across the organisation.

4. Which are the challenges that have you faced when implementing time management planning? If "no", why?

No challenges occur due to the organization been rigid and staff understanding time management from the program management and scheduling management sections of the business.

5. How many hours were used for assignments, readings, physical activities, and sleep?

I allowed 20 hours a week towards assignments and readings that varied across both throughout the course. Physical activity suffered throughout the course and only amounted to 2 hours per week. I would always aim for six to eight hours of sleep every night but sleep may suffer due to college and work commitments.

6. What was the most difficult aspect to fit into your time management plan?

Definitely physical activity was the hardest aspect of my life to fit into my schedule.

7. What barriers do you think that students are facing when trying to implement a time management plan when attending a postgraduate course?

The workload that they may have in their full time position at work and also if the business that students work for do not support the employee when upskilling to increase career prospects it will severely hinder their time management plan.

8. Do you think postgraduates' students have higher chances to be successful if using a time management plan?

Absolutely it can help them stay on track and increase their chance of being successful. It helps them stay on track in completing assignments while not falling behind on their tasks at work.

9. On a scale of 1 to 5, 1 being *no helpful at all* and 5 being *significantly important to academic achievements*, how would you rate the use of time management?

4

10. After finished your course, do you still using time management to organize your activities or objectives?

Yes my job as always warranted good time management to complete projects so I still use time management day to day for good organisation of my tasks.

11. Do you have any other pertinent comment to the resolution of this research, not mentioned in this consolidated questionnaire?

No I think its all covered on your research questions.