



Faculty of Cognitive Sciences and Human Development

**The Relationship Between Time Management Skills And Emotional Well Being
Among Undergraduate Students**

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The Relationship Between Time Management Skills And Emotional Well-Being Among
Undergraduate Students

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TABLE OF CONTENTS

TABLE OF CONTENTS	i
LIST OF TABLES	vi
LIST OF FIGURES.....	xiv
ABSTRACT	xvi
ABSTRAK	xv
ACKNOWLEDGEMENT	ix
CHAPTER 1: INTRODUCTION	1
1.0 Introduction	1
1.1 Background of Study.....	1
1.2 Problem Statement	2
1.3 Purpose of Study	4
1.4 Research Objectives	4
1.5 Research Questions	5
1.6 Research Hypothesis	5
1.7 Theoretical Framework	6
1.8 Conceptual Framework	8
1.9 Conceptual and Operational Definitions	9
1.9.1 Time Management Skills	9
1.9.2 Emotional Well-Being	10

1.9.3 Undergraduate Students	11
1.10 Significance of Study	11
1.10.1 Undergraduate Students	11
1.10.2 Society.....	12
1.10.3 Broader Academic Community	12
1.10.4 Institutional and Educational Policy Impact	13
1.11 Limitation of Study	13
1.11.1 Self-Report Biases	13
1.11.2 Limited Scope of Emotional Well-Being.....	13
1.11.3 Sample Size and Generalizability	14
1.12 Summary	15
CHAPTER 2: LITERATURE REVIEW	16
2.0 Introduction	16
2.1 Importance of Time Management Skills Among Undergraduate Students	16
2.2 Factors Influencing Emotional Well-Being Among Undergraduate Students.....	18
2.3 Gender Differences in Time Management Skills and Emotional Well-Being.....	20
2.3.1 Time Management Skills and Gender	20
2.3.2 Emotional Well-Being and Gender	22
2.4 Academic Years Differences in Time Management skills and Emotional Well-Being.....	24
2.4.1 Time Management Skills Across Academic Years Among Undergraduate Students	24
2.4.2 Emotional Well Being Across Academic Years Among Undergraduate Students.....	27

2.5 Relationship Between Time Management Skills and Emotional Well-Being	29
2.6 Self-Regulation Theory in Enhancing Time Management Skills and Emotional Well- Being	31
2.7 Summary	33
CHAPTER 3: METHODOLOGY	34
3.1 Introduction	34
3.2 Research Design	34
3.3 Population and Sample	35
3.4 Instruments	36
3.4.1 Time Management Questionnaire.....	36
3.4.2 Warwick-Edinburgh Mental Well-Being Scale	37
3.5 Pilot Study	37
3.6 Data Collection Procedures	40
3.7 Methods of Analysis Data.....	41
3.7.1 Descriptive Statistics.....	41
3.7.2 Inferential Statistics	41
3.8 Summary	43
CHAPTER 4: FINDINGS	44
4.0 Introduction	44
4.1 Reliability After Refinement.....	44
4.2 Data Cleaning	46

4.3 Demographic Data	48
4.3.1 Gender	48
4.3.2 Age	50
4.3.3 Race	52
4.3.4 Year of Study	54
4.3.5 Faculty	56
4.4 Inferential Statistical	59
4.4.1 Overall Mean and Standard Deviation	59
4.4.2 Gender Differences in Time Management Skills	61
4.4.2.1 Discussion	62
4.4.3 Emotional Well-Being Across Academic Years	64
4.4.3.1 Discussion	67
4.4.4 Relationship between Time Management Skills and Emotional Well-Being	69
4.4.4.1 Discussion	72
4.5 Summary	73
CHAPTER 5: DISCUSSION, CONCLUSIONS AND RECOMMENDATION.....	75
5.0 Introduction	75
5.1 Discussion	75
5.1.1 Gender Differences in Time Management Skills	75
5.1.2 Variations in Emotional Well-Being Across Academic Years	76
5.1.3 The Relationship Between Time Management Skills and Emotional Well-Being.....	78

5.1.4 Significance and Implication of The Study	79
5.2 Recommendations	80
5.2.1 Time Management Workshops	80
5.2.1.1 Short-Term Impact	80
5.2.1.2 Long-Term Impact	82
5.2.2 Self-Regulation Theory in Counselling Field	82
5.2.2.1 Application in Counselling Practice.....	82
5.2.2.2 Contribution to Counselling Profession	83
5.2.3 Include Time Management and Emotional Well-Being in the Academic Program.....	84
5.3 Conclusion.....	85
REFERENCES	86
APPENDIX A	96
Section A: Informed Consent Form	96
Section B: Demographic Information	97
Section C: Time Management Questionnaire (TMQ).....	99
Section D: Warwick-Edinburgh Mental Well-Being Scale (WEMWBS)	104
APPENDIX B.....	107
Section A: Google Form Link for Pilot Study	107
Section B: Google Form Link for Final Data Collection	108
Section C: Sample Size Determination	109

LIST OF TABLES

Table 2.3.1 Summary of Gender Differences in Time Management Skills Based on Previous Study	21
Table 2.3.2 Summary of Gender Differences in Emotional Well-Being and Coping Strategies.....	23
Table 2.4.1 Summary of Differences in Time Management Skills Across Academic Years	26
Table 2.4.2 Summary of Emotional Well-Being Across Academic Years Among University Students.....	28
Table 3.5.1 Cronbach's Alpha for Time Management Questionnaire (TMQ).....	38
Table 3.5.2 Cronbach's Alpha for Warwick-Edinburgh Mental Well-Being Scale (WEMWBS)	39
Table 4.1.1 Cronbach Alpha for Time Management Questionnaire (TMQ) After Refinement.....	44
Table 4.1.2 Cronbach Alpha for Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) After Refinement	45
Table 4.3.1 Frequency and Percentage of Participants' Gender	48
Table 4.3.2 Frequency and Percentage of Participants' Age	50
Table 4.3.3 Frequency and Percentage of Participants' Race	52
Table 4.3.4 Frequency and Percentages of Participants' Year of Study	54
Table 4.3.5 Frequency and Percentage of Participants' Faculty	56
Table 4.4.1.1 Descriptive Statistics of Time Management Questionnaire (TMQ)	59
Table 4.4.1.2 Descriptive Statistics of Warwick-Edinburgh Mental Well-Being Scale (WEMWBS).....	60
Table 4.4.2.1 Independent Sample T-Test for Time Management Questionnaire (TMQ) Based on Gender	61
Table 4.4.3.1 Test of Homogeneity of Variances for Emotional Well-Being	64
Table 4.4.3.2 ANOVA Test Results for Emotional Well-Being of Students Across Year 1, 2,3, 4 and Year 5 Undergraduate Students	65
Table 4.4.3.3 Multiple Comparisons between Year 1, Year 2, Year 3, Year 4 and Year 5	

Undergraduate Students	66
Table 4.4.4.1 Test of Normality of Overall Mean of Time Management Questionnaire (TMQ) and Warwick-Edinburgh Mental Well-Being Scale (WEMWBS).....	69
Table 4.4.4.2 Spearman’s Rho Correlation between Time Management Questionnaire (TMQ) and Warwick-Edinburgh Mental Well-Being Scale (WEMWBS).....	71
Table 4.5 Summary of Hypothesis Testing Results	71

LIST OF FIGURES

Figure 1.7.1 Theoretical Framework on The Relationship Between Time Management Skills and Emotional Well-Being	6
Figure 1.8.1 Conceptual Framework on The Influence Between Time Management Skills and Emotional Well-Being	8
Figure 4.2.1 Data Before Data Cleaning	46
Figure 4.2.2 Data After Data Cleaning	47
Figure 4.3.1 Pie Chart of Participants' Gender	49
Figure 4.3.2 Bar Chart of Participants' Age	51
Figures 4.3.3 Bar Chart of Participants' Race	53
Figure 4.3.4 Bar chart of Participants' Year of Study.....	55
Figure 4.3.5 Bar Chart of Participants' Faculty	57
Figure 4.4.4.1 Emotional Well-Being VS Time Management Skills	70

ABSTRACT

The Relationship Between Time Management Skills and Emotional Well Being Among Undergraduate Students

This study investigates the relationship between time management skills and emotional well-being among undergraduate students at Universiti Malaysia Sarawak (UNIMAS). The research aims to examine gender differences in time management skills, assess variations in emotional well-being across academic years, and explore the effect of time management on emotional well-being. A quantitative research design was employed, utilizing the Time Management Questionnaire (TMQ) and the Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) to collect data from 361 students through an online survey. Descriptive and inferential statistics, including Independent Samples T-tests, One-way ANOVA, and Spearman's Rho correlation, were used for analysis. Key findings revealed no significant gender differences in time management skills, suggesting that both male and female students exhibit similar capabilities in managing their time. Emotional well-being also showed no significant variation across academic years, indicating consistent resilience among students. However, a moderate positive correlation was found between effective time management and higher emotional well-being, highlighting the importance of time management as a self-regulatory skill that supports students' emotional well-being. Based on these findings, it is recommended that time management workshops, counselling modules based on Self-Regulation Theory, and integrating time management and emotional well-being education into academic programs into academic programs. These initiatives aim to enhance students' time management abilities and support their emotional well-being throughout their academic journey.

Keywords: Time management skills, emotional well-being, undergraduate students, self-regulation, intervention, academic success

ABSTRAK

Hubungan Antara Kemahiran Pengurusan Masa Dengan Kesejahteraan Emosi Dalam Kalangan Pelajar Prasiswazah

Kajian ini menyelidik hubungan antara kemahiran pengurusan masa dan kesejahteraan emosi dalam kalangan pelajar prasiswazah di Universiti Malaysia Sarawak (UNIMAS). Objektif kajian adalah untuk meneliti perbezaan jantina dalam kemahiran pengurusan masa, menilai variasi kesejahteraan emosi mengikut tahun pengajian, dan meneroka kesan kemahiran pengurusan masa terhadap kesejahteraan emosi. Reka bentuk kajian kuantitatif telah digunakan dengan pengumpulan data daripada 361 pelajar melalui soal selidik atas talian menggunakan Soal Selidik Pengurusan Masa (TMQ) dan Skala Kesejahteraan Mental Warwick-Edinburgh (WEMWBS). Statistik deskriptif dan inferensi seperti Ujian-t Sampel Bebas, ANOVA Sehalu dan korelasi Spearman's Rho telah digunakan dalam analisis. Dapatan utama menunjukkan tiada perbezaan yang signifikan antara jantina dalam kemahiran pengurusan masa dan tiada variasi signifikan dalam kesejahteraan emosi antara tahun pengajian. Namun, terdapat korelasi positif sederhana antara pengurusan masa yang berkesan dan tahap kesejahteraan emosi yang lebih tinggi, menekankan kepentingan pengurusan masa sebagai kemahiran sendiri-regulasi yang menyokong kesejahteraan emosi pelajar. Berdasarkan penemuan ini, disarankan agar bengkel pengurusan masa, modul kaunseling berasaskan Teori Kendiri, serta pendidikan mengenai pengurusan masa dan kesejahteraan emosi diintegrasikan ke dalam program akademik. Inisiatif ini bertujuan untuk meningkatkan kemahiran pengurusan masa pelajar dan menyokong kesejahteraan emosi mereka sepanjang perjalanan akademik.

Kata kunci: *Kemahiran pengurusan masa, kesejahteraan emosi, pelajar prasiswazah, sendiri-regulasi, intervensi, kejayaan akademik*

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CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter discussed the details of this research which included the background of study, problem statement, purpose of study, research objectives, research questions, research hypothesis, theoretical framework, conceptual framework, conceptual and operational definitions, significance and limitation of study.

1.1 Background of Study

According to Rata et al. (2022), time management is a personal process of organizing, planning, and predicting the course of actions over time. Through repeated, controlled, and analysed actions, individuals develop effective time management skills. It involves planning, anticipating, and responding to tasks in an efficient way, ensuring the rational and productive use of time based on the pace, resources, and goals being pursued. Additionally, time management serves as a powerful tool for evaluating organizational dynamics. Besides, Wolters and Brady (2021) add that time management includes various stages of self-regulation, which is before, during, and after tasks that help students determine when and how long they should engage in activities to achieve their academic objectives.

Due to the increasing demands placed on university students, effective time management is often seen as a key contributor to both academic success and personal well-being (Aeon et al., 2021). Managing time efficiently allows students to allocate sufficient time for academic, personal and social activities, which in turn reduces stress and fosters a sense of control over their academic and personal lives (Helmi & Aun, 2023). Without proper time management, students often experience higher levels of anxiety, frustration, and burnout, negatively affecting their emotional well-being.

In line with these observations, a study by Majid et al. (2020), revealed that time

management remains a significant challenge among the students of Public Higher Education Institution (IPTAs) in Malaysia. Their findings highlight that many students still lack adequate time management abilities, which may hinder their ability to balance academic workload with co-curricular activities and career preparation. The study further emphasizes that students with poor time management are less likely to participate in skills-enhancing experiences such as research and extracurricular involvement, leading to reduces readiness for the job market. As a result, time management inadequacy not only affects students' academic performance and emotional well-being but also poses a long-term threat to their employability and transition into professional life.

Emotional well-being, which encompasses an individual's overall mental and emotional state, plays a significant role in a student's ability to cope with academic challenges. Students with high levels of emotional well-being tend to experience lower levels of stress, maintain positive relationships, and show resilience in the face of academic pressures (Park et al., 2023). Besides, poor emotional well-being can lead to academic disengagement, anxiety, and even depressive symptoms. Therefore, the primary purpose of this research is to investigate the differences in time management skills and emotional well-being among undergraduate students to get further clarification in this topic.

1.2 Problem Statement

In university, time management is an important factor in promoting academic adaption and well-being (Soares et al., 2023). Among undergraduate students, there is a particular interest in understanding how time management skills might influence emotional well-being. This issue is particularly critical as it can affect their academic performance, stress levels, and overall emotional well-being.

However, there is a notable lack of research specifically addressing the relationship between time management skills and emotional well-being among undergraduate students. While studies have examined time management skills among university students, such as in research by Au et al. (2023), “The impact of sense of belonging, resilience, time management

skills, and academic performance on psychological well-being”, there is limited empirical data focusing solely on emotional well-being. Other than that, most existing studies in Malaysia concentrate on psychological well-being, leaving an empirical gap in understanding the specific connection between time management and emotional well-being. This gap in the literature underscores the need for targeted research that explores how time management skills impact emotional well-being within this student demographic.

Apart from that, a study addressing this topic was conducted at the State Islamic University in Aceh, Indonesia by Muluk (2020), indicating a geographical gap in the research. While this research offers valuable insights into the topic, it primarily focuses on a different cultural and educational context, highlighting a geographical gap in the existing literature. This gap in the literature highlights the need for focused research on how time management skills impact emotional well-being within the specific student demographic in Malaysia. Addressing the gap could provide valuable insights for developing targeted interventions to support the emotional well-being of students in Malaysian universities. By addressing this gap, the research can contribute to both local and global discourse on time management and emotional health.

Other than that, the researchers identified an apparent gap in previous studies regarding the relationship between time management skills and emotional well-being, particularly in the context of undergraduate students. Moreover, previous studies, such as those by Janius and Rathakrishnan (2022), did not focus on the broader factors of time management and emotional well-being, concentrating instead on procrastination and emotional regulation using the Pure Procrastination Scale (PPS) and the Difficulties in Emotion Regulation Scale (DERS-18). This includes a number of dimensions that have recently attracted research interest in other disciplines. The present study, therefore, shifts the focus towards a broader examination of time management skills and emotional well-being using the Time Management Questionnaire (TMQ) and the Warwick-Edinburgh Mental Well-Being Scale (WEMWBS). This shift should be explored further to provide an understanding of why these factors remain underexamined within the undergraduate student’s population.

Furthermore, a methodological gap exists between this research and the study conducted by Romero-Pérez and Sánchez-Lissen (2022). While their study employs a critical review methodology, synthesizing existing literature to analyze scientific narratives on student time management, the current research adopts a quantitative approach. Specifically, it involves an empirical investigation using structured instruments such as the Time Management Questionnaire (TMQ) and Warwick-Edinburgh Mental Well-Being Scale (WEMWBS). This shift in methodology introduces a data-driven exploration of the relationship between time management skills and emotional well-being among Malaysian university students. By utilizing quantitative methods, the research aims to provide statistical evidence that is generalizable to a broader population, offering a contrast to the theoretical and narrative-focused findings of Romero-Pérez and Sánchez-Lissen.

1.3 Purpose of Study

The purpose of this study is to explore the relationship between time management skills and emotional well-being among undergraduate students at university. Specifically, the research aims to determine whether students with effective time management skills experience better emotional well-being, characterized by lower stress levels, reduced anxiety, and improved mood. By examining these connections, the study seeks to provide insights that could inform interventions or strategies aimed at improving students' time management abilities to enhance their emotional health.

1.4 Research Objectives

- 1.4.1 To investigate the differences in time management skills and emotional well-being across gender among undergraduate students.
- 1.4.2 To investigate the differences in time management skills and emotional well-being across academic years among undergraduate students.
- 1.4.3 To investigate the effect of time management skills on emotional well-being among undergraduate students.

1.5 Research Questions

- 1.5.1 Do male and female undergraduate students differ significantly in their time management skills and emotional well-being?
- 1.5.2 How do time management skills and emotional well-being vary across different academic years among undergraduate students?
- 1.5.3 How do time management skills affect the emotional well-being of undergraduate students?

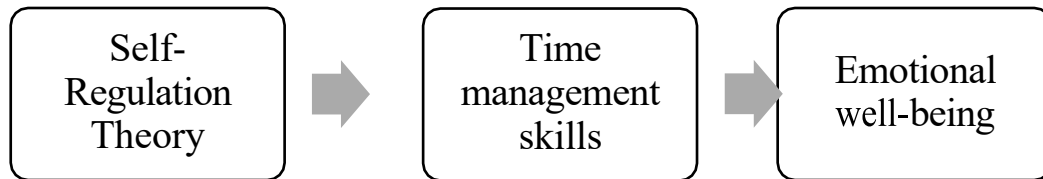
1.6 Research Hypothesis

- H₁1: There is a significant difference in time management skills in terms of gender.
- H₁2: There is a significant difference in emotional well-being across different academic years among undergraduate students.
- H₁3: There is a significant relationship between time management skills and emotional well-being among undergraduate students.

1.7 Theoretical Framework

Figure 1.7.1

Theoretical Framework on The Relationship Between Time Management Skills and Emotional Well-Being



Note. This framework explains how managing time based on Self-Regulation Theory (SRT) can reduce stress and improve emotional well-being. In counselling, SRT helps guide strategies to improve time use and emotional health.

Self-Regulation Theory (SRT) explains that individuals can control their thoughts, emotions, and actions to achieve their goals (Wolters & Brady, 2021). The theory emphasizes setting goals, tracking progress, and adjusting behavior as needed to stay on course. In the context of this study, time management is considered a self-regulation skill, where participants organize their time and resources to achieve both academic and personal goals. Effective time management involves prioritizing tasks, avoiding procrastination, and planning and scheduling, all of which require self-discipline.

Emotional well-being is closely connected to how well participants manage stress and maintain a healthy life balance. When time management is handled well, individuals are likely to experience reduced stress, improved moods, and higher overall satisfaction, which are important aspects of emotional well-being. Therefore, Self-Regulation Theory helps explain how improving time management skills can positively affect emotional health by reducing stress and supporting participants in staying on track with their goals (Brady et al., 2022).

Furthermore, SRT highlights the ongoing process of evaluating and adjusting behavior as individuals work toward their goals. For example, if participants feel stressed due to poor time

management, they might rearrange their schedule or implement better strategies to handle their tasks. This continuous reflection and adaptation are crucial for maintaining emotional well-being. Participants who successfully self-regulate their time tend to experience lower levels of stress and anxiety (Yadav et al., 2023). By exploring the connection between time management and emotional control, Self-Regulation Theory provides a clear understanding of how individuals can balance productivity and emotional health.

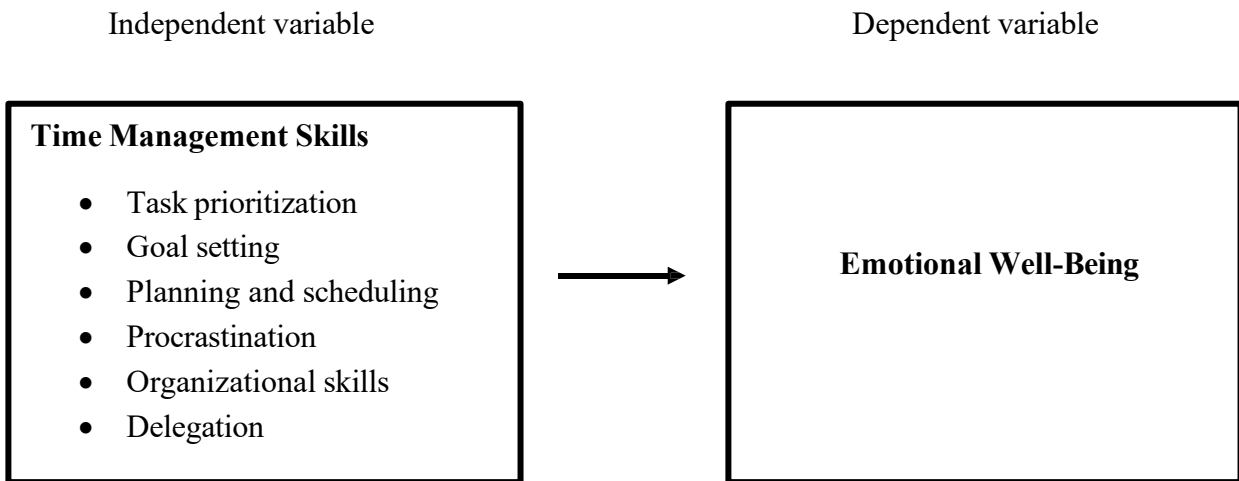
In the field of counseling, Self-Regulation Theory can be used to help clients improve both their time management skills and emotional well-being. Counselors teach clients how to set clear goals, plan and schedule effectively, avoid procrastination, prioritize tasks, and improve organizational and delegation skills. Counselors also guide clients to reflect on their use of time, identify sources of stress, and develop practical strategies, such as breaking tasks into smaller steps and managing procrastination (Rahmulyani et al., 2020). In addition, clients are taught techniques to reduce stress, such as relaxation exercises or positive thinking, and are encouraged to regularly assess and adapt their strategies. This process empowers clients to stay organized, reduce stress, and maintain a healthy balance between productivity and emotional well-being.

In summary, SRT explains how individuals can control their thoughts, emotions, and actions to achieve goals. In this study, time management is seen as a self-regulation skill, where participants organize their time and resources to meet academic and personal goals. Good time management reduces stress, improves moods, and enhances emotional well-being. SRT also emphasizes the ongoing process of evaluating and adjusting behaviour, which helps individuals stay on track and manage stress effectively. In counselling, SRT helps clients improve time management by setting goals, avoiding procrastination, and using stress-reduction techniques to maintain a healthy balance between productivity and emotional health.

1.8 Conceptual Framework

Figure 1.8.1

Conceptual Framework on The Influence Between Time Management Skills and Emotional Well-Being



Note. This framework shows how time management skills can influence emotional well-being. Good time management reduces stress, while poor time management may lead to negative emotional outcomes like burnout and anxiety.

The conceptual framework explains that time management skills can greatly influence the emotional well-being of undergraduate students, which can also affect their overall personal development. The relationship is explained through six main components of time management which are task prioritization, goal setting, planning and scheduling, procrastination, organizational skills, and delegation.

According to Figure 1.8.1, task prioritization is the ability to focus on the most important tasks, helping students reduce stress and manage their responsibilities effectively (Vizeshfar et al., 2022). Goal setting is about making clear, achievable goals that guide students' efforts, giving them a sense of purpose and accomplishment. Besides, planning and scheduling help students

balance their academic, personal, and self-care activities, reducing feelings of stress and promoting emotional stability.

However, procrastination, which is delaying tasks, can cause stress and emotional strain (Yan & Zhang, 2022). Organizational skills help students stay on track with tasks, resources, and deadlines, while poor organization can lead to confusion. Delegation is the ability to share tasks with others, reducing the workload and helping students manage better (Ugoani, 2020).

The impact of time management skills on emotional well-being can be both positive and negative, depending on how well these skills are applied. Students who manage their time well are likely to experience positive emotional outcomes, while those with poor time management, like procrastinating or not being organized, are more likely to face negative emotional outcomes such as stress, burnout, and exhaustion.

In conclusion, the framework highlights how important time management is for emotional well-being in undergraduate students. The study will determine whether good time management skills improve emotional health, or if poor time management leads to negative emotional outcomes.

1.9 Conceptual and Operational Definitions

There are two important terms discussed in this study, which is “Time Management Skills” and “Emotional Well-Being”. The conceptual definition and operational definition of both terms are stated as below:

1.9.1 Time Management Skills

Conceptual Definition: Time management skills can be described as the ability to effectively organize and control how time is allocated to specific tasks and activities to achieve goals efficiently. These skills encompass planning, setting priorities, delegating, scheduling, and monitoring progress to avoid procrastination and ensure that deadlines are met. Time management also involves self-discipline, organization, and the capacity to handle interruptions or distractions,

allowing for a balance between work, personal commitments, and rest (Powell et al., 2020). This efficiency not only enhances productivity but also promotes emotional well-being, reducing stress and creating a sense of accomplishment.

Operational Definition: In this study, time management skills mean how well students can plan and manage their time to complete tasks. These skills include six main areas: task prioritization, which is deciding which tasks are most urgent and important; goal setting (Chakraborty et al., 2022), which involves creating clear and achievable targets; and planning and scheduling, which is making plans and timelines to use time wisely. Procrastination management focuses on avoiding delays and staying on track, while organizational skills are about keeping tasks and materials in order. Delegation means giving tasks to others when needed to share the workload, and time awareness is about knowing how to use time effectively during activities. These areas together explain how students manage their time successfully.

1.9.2 Emotional Well-Being

Conceptual Definition: Emotional well-being refers to an individual's overall emotional state, which includes the ability to manage emotions effectively, experience positive emotional states, and cope with stressors in life. It encompasses the regulation of emotions, emotional clarity, and emotional resilience, contributing to one's sense of happiness, life satisfaction, and mental health stability (Toscano-Hermoso et al., 2020). Emotional well-being plays a critical role in determining how individuals perceive and respond to emotional challenges, influencing both personal relationships and academic success.

Operational Definition: In this study, emotional well-being refers to students' ability to manage stress, maintain a positive mood, and experience satisfaction in their academic and personal lives as they manage their time. It includes how to control students' emotions under academic pressure, understanding how time management impacts feelings, and the ability to handle stress (Beaumont et al., 2023). These components are assessed using a scale that evaluates students' skills in regulating emotions, understanding their feelings, and handling stress in relation to how they manage their time.

1.9.3 Undergraduate Students

Conceptual Definition: Undergraduate students are individuals who are pursuing a bachelor's degree at a university or college. They are typically enrolled in a structured academic program that requires a combination of coursework, practical experience, and independent study (Miller et al., 2023). This group includes students from diverse backgrounds and fields of study, ranging from first-year students who are new to university experience to final-year students preparing to graduate.

Operational Definition: In this study, the participants will include undergraduate students currently enrolled in their academic program, specifically those in years one through four. This encompasses students from a variety of courses and disciplines, ensuring a diverse representation of perspectives and experiences related to time management skills and emotional well-being. By including students at different stages of their undergraduate education, the study aims to capture a comprehensive view of how time management practices affect emotional well-being across various academic contexts. Participants will be recruited from multiple faculties within the university, allowing for an analysis of any differences in time management and emotional well-being based on academic year and field of study.

1.10 Significance of Study

The study of relationship between time management skills and emotional well-being among undergraduate students holds significant importance to undergraduate students, society, broader academic community and institutional policy development.

1.10.1 Undergraduate Students

For undergraduate students, this research highlights the critical role that time management skills play in maintaining emotional well-being. Students who learn to effectively manage their time can reduce stress, anxiety, and burnout, leading to better academic performance and healthier personal lives (Kordzanganeh et al., 2021). Understanding the relationship between these variables can guide students to adopt healthier time management strategies, improve their

mental resilience, and foster a balanced lifestyle that accommodates both academic and personal goals. Ultimately, this research provides a foundation for helping students cope with the increasing demands of university life, improving their emotional stability and enhancing their academic experience.

1.10.2 Society

On a societal level, this research has implications for promoting mental health and emotional well-being among students. In today's fast-paced world, stress and mental health challenges are pervasive among the student population (Ahmady et al., 2021). By understanding how time management affects emotional well-being, institutions and policymakers can develop targeted interventions, such as workshops, counselling, or time management training programs, that foster emotional well-being. As a result, emotionally balanced students are more likely to succeed academically, transition into the workforce as well-rounded individuals, and contribute positively to society, highlighting the broader societal benefits of fostering time management skills to enhance emotional well-being.

1.10.3 Broader Academic Community

For the academic community, this research contributes to the body of knowledge surrounding student success, mental health, and personal development. The study fills gaps in existing literature by focusing specifically on the relationship between time management skills and emotional well-being, which has not been extensively explored, particularly in the context of Malaysian universities. The findings can inform future research on student behaviour, guide curriculum development aimed at fostering essential life skills, and shape institutional support systems. Furthermore, the research provides evidence that can be used to enhance student support services, promoting a holistic educational experience that prioritizes emotional health alongside academic achievement.

1.10.4 Institutional and Educational Policy Impact

In the long term, the findings of this study can help improve policies in universities and higher education. When the link between time management and emotional well-being is better understood, institutions may include time management and mental health programs in students' development activities (Ramlan et al., 2024). These insights can also guide university leaders to create policies that support students' mental health as an important part of academic success.

1.11 Limitation of Study

This study on the relationship between time management skills and emotional well-being among undergraduate students has several limitations that should be considered.

1.11.1 Self-Report Biases

One of the main limitations of this study is the use of self-reported data. In this study, participants were asked to report their own time management skills and emotional well-being. However, self-reports can be affected by biases (Bauhoff, 2024). For example, participants might give answers that they think are socially acceptable or that make them look better, rather than being completely honest about their experiences. This is known as social desirability bias. Additionally, participants may not have a clear understanding of their own behaviours or feelings, which is called recall bias. Because of these biases, the data may not accurately reflect the true situation of the participants. This can lead to inaccurate conclusions about how time management affects emotional well-being.

1.11.2 Limited Scope of Emotional Well-Being

This study defines emotional well-being using the Warwick-Edinburgh Mental Well-Being Scale (WEMWBS), which measures self-reported positive mental health over the past two weeks through 14 dimensions, including optimism, social connectedness, confidence, and problem-solving. While the scale emphasizes positive mental states, it may overlook negative emotions like stress or anxiety. The reliance on self-reported data also risks response bias due to participants' mood or interpretation. Despite these limitations, WEMWBS provides valuable

insights into the holistic relationship between emotional well-being and time management skills, highlighting the need to consider multiple factors for a comprehensive understanding (Young et al., 2024).

1.11.3 Sample Size and Generalizability

A major limitation of this study is its restricted sample size, which focuses exclusively on undergraduate students. This limited scope may not fully represent the broader university student population, including postgraduate students, such as those pursuing master's or PhD degrees. These students may face different time management challenges and emotional well-being issues due to higher academic pressures and responsibilities. As a result, the findings from this study may not be applicable to postgraduate students or students in other academic programs, as their experiences, coping strategies, and stressors could differ significantly from those of undergraduates. According to Lakens (2022), when a study involves a small, specific sample, its findings may not apply to a larger, more diverse group. Therefore, this limitation affects the generalizability of the study, meaning the results are most relevant to the group studied and may not extend to other student populations or educational settings.

1.12 Summary

Chapter 1 introduces a study that investigates the relationship between time management skills and emotional well-being among undergraduate students. It begins by emphasizing the importance of effective time management in promoting academic success and personal well-being, noting that students with strong time management skills tend to experience lower levels of stress and anxiety. In contrast, poor time management is associated with negative emotional outcomes such as burnout and frustration. The chapter also highlights a gap in the literature, particularly within the Malaysian context, where limited research has explored the direct connection between time management and emotional well-being. This underscores the need for targeted studies to better understand how time management influences students' emotional health.

The chapter outlines the research objectives, which include examining differences in time management skills and emotional well-being across gender and academic years, as well as assessing the impact of time management on emotional well-being. It presents a theoretical framework based on Self-Regulation Theory (SRT), which explains how individuals use self-discipline to manage their time and reduce stress. Additionally, a conceptual framework is introduced, identifying six key components of time management and their influence on emotional well-being. The chapter concludes by highlighting the significance of the study for students, society, academic community and education policy, while acknowledging limitations such as self-report biases and a limited sample size, which may affect the generalizability of the findings.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter provides an in-depth summary of previous studies exploring the relationship between time management skills and emotional well-being. The purpose is to establish a solid foundation for understanding the variables central to this research. The independent variables in this study are time management skills and dependent variables encompass emotional well-being. The review begins by examining the importance of time management skills, followed by factors influencing emotional well-being. It also explores how these variables interact, with specific attention to differences based on gender and academic years and the application of self-regulation theory to enhance time management and resilience. The review establishes a framework for understanding these connections and their impact on students' academic and emotional development.

2.1 Importance of Time Management Skills Among Undergraduate Students

In the study by Trentepohl et al. (2022), time management skills are identified as essential for undergraduate students due to their significant impact on academic performance and well-being. Effective time management allows students to organize their studies, balance responsibilities, and reduce stress, particularly during the transition to university life. The study, which involved 118 freshman civil engineering students, highlights the challenges they face with self-directed learning and time regulation, underscoring the need for targeted interventions. Research findings indicate that strategies such as goal setting, planning, and reflecting on progress enhance performance substantially. Practical, hands-on interventions prove more effective than theoretical approaches, helping students build and maintain self-regulated learning habits, reduce procrastination, and improve academic retention. Universities can support these outcomes by integrating structured time management training into their programs.

According to Sluijs et al. (2023), time management skills are essential for students, especially in higher education, as they underpin effective study habits, productivity, and academic success. In their study, Sluijs and colleagues used Learning Management System (LMS) data from Canvas to analyze and predict students' time management skills through specific usage patterns, such as session frequency and login regularity. Their findings underscore the role of time management within self-regulated learning, which enables students to independently organize and adapt their study strategies. Effective time management, characterized by prioritizing tasks, setting schedules, and minimizing procrastination, was linked to better academic outcomes and reduced stress from deadlines and workload demands. The study's models, however, varied in predictive accuracy across courses, highlighting that effective interventions may require course-specific adaptations. By identifying students with lower time management skills, educators can use LMS analytics to deliver targeted support, helping students develop structured approaches to manage academic challenges successfully.

Other than that, time management skills are crucial for undergraduate students as they balance academic responsibilities and personal commitments during university life. Effective time management, which involves planning, prioritizing, and setting goals, equips students with organizational skills to efficiently handle their workloads, boosting both academic performance and emotional well-being. Research indicates that students who employ structured time management strategies experience reduced stress, procrastination, and greater productivity. Challenges such as maintaining a study-life balance, avoiding distractions, and meeting deadlines often hinder academic progress, resulting in anxiety and burnout (Soares et al., 2023). Furthermore, the literature emphasizes the need for supportive environments that enable students to incorporate time management practices into their daily routines, ultimately fostering resilience, reducing psychological distress, and promoting overall well-being. These insights highlight the foundational role of time management in achieving academic success and maintaining emotional health among undergraduate students.

In addition, time management is a critical skill for individuals striving to achieve efficiency and productivity, particularly in academic and professional environments. Delegation,

as a subset of time management, plays a significant role in optimizing resource utilization and ensuring task completion. Ayeni (2020) sheds light on the pivotal role of delegation in instructional time management, especially in educational institutions, and offers insights that are relevant to understanding the importance of delegation in time management for undergraduate students.

2.2 Factors Influencing Emotional Well-Being Among Undergraduate Students

Based on the research by Hassan et al. (2024), emotional well-being is crucial for total well-being, is defined as an individual's ability to manage their emotions, cope with stress, and maintain a balanced mental state. This study highlights that emotional well-being among undergraduate students is influenced by factors such as academic stress, financial problems, family issues, and social challenges. Many students at UNISEL Shah Alam Campus experienced negative emotions like sadness, anxiety, and depression, often linked to financial strain and lack of support. Stress-related symptoms such as insomnia and fatigue were common, especially among those with poor coping abilities. The study emphasizes the need for universities to provide better mental health support and stress management programs to promote students' emotional well-being.

Other than that, emotional well-being refers to an individual's emotional, cognitive, and social functioning that supports daily activities, academic learning, and interpersonal relationships. According to Effandi et al. (2023), undergraduate students in Malaysia are influenced by several key factors, particularly personality traits and emotional intelligence. The study highlighted that specific personality traits, such as conscientiousness, were positively associated with emotional well-being, while agreeableness showed an unexpected negative correlation. Meanwhile, although emotional intelligence is widely regarded as important, it did not significantly predict well-being in this context, suggesting that personality factors may have a more substantial impact on students' emotional states than emotional regulation abilities alone.

Emotional well-being is influenced by a variety of factors, including the physical and social-emotional environment. Hawkins et al. (2023) conducted a systematic review of school-

based interventions in K-12 settings, examining the effects of physical activity, dietary behaviors, and social-emotional climate on emotional well-being. Their findings revealed that enhancements to the physical environment, such as adding green spaces and improving play areas, positively impacted physical activity, social engagement, and emotional well-being. While this study focused on younger students, similar strategies could be relevant in higher education. For example, improving campus environments or fostering a supportive social- emotional climate may have a comparable effect on undergraduate students' emotional well-being, highlighting the importance of creating a holistic support system in educational institutions.

Moreover, emotional well-being is shaped by various factors, including physical activity, emotional intelligence, and interpersonal relationships. This can be shown in the study by Yang et al. (2024), which investigated these factors in adolescents, highlighting their relevance during critical developmental periods. The researchers Using a structural equation model with data from 428 adolescents in China, the study demonstrated that physical activity enhances emotional intelligence and interpersonal forgiveness, which in turn positively influence emotional well-being. The findings suggest that physical activity not only improves physical health but also strengthens interpersonal relationships and emotional regulation skills, reducing negative emotions such as anxiety and depression. While the study focused on adolescents, its implications can extend to undergraduate students, who similarly face academic and social pressures. This underscores the importance of promoting physical activities and emotional intelligence development among university students to enhance their emotional well-being.

Furthermore, the study by Park et al. (2023) providing a foundational understanding of emotional well-being, which encompasses hedonic elements, such as life satisfaction and positive emotions, and eudaimonic elements, like the pursuit of meaningful goals. These components are shaped by various factors, including social relationships, academic success, personal growth, and support systems. The study emphasizes constructs such as positive emotions, purpose in life, and life satisfaction, which are influenced by external and internal factors like time management, resilience, and social connectedness. Additionally, the researchers highlight that emotional well-being is a predictive factor for physical health, underscoring the

importance of targeted interventions, such as promoting goal setting and stress management, to foster mental resilience and well-being. This aligns with the focus on how time management skills and environmental differences, such as academic years and gender, impact emotional well-being among undergraduate students.

2.3 Gender Differences in Time Management Skills and Emotional Well-Being

2.3.1 Time Management Skills and Gender

According to Sultana and Shakur (2022), time management has emerged as a critical skill for academic success and personal development, particularly for university students. The researchers conducted a gender-based comparative study that reveals interesting differences in how male and female students approach time management. The study, which assessed 528 students from NUML University Islamabad, highlighted those female students generally exhibited better time management skills than their male counterparts. This difference in time management may stem from behavioral and cultural factors. Female students are often perceived as more disciplined and responsible in academic settings, with a greater propensity to plan, prioritize, and adhere to schedules. Conversely, male students are observed to allocate more time to leisure activities such as sports and television, which may interfere with effective time utilization. Hence, the research underscores a significant gender difference in time management skills among university students. While females tend to exhibit better organizational behaviors and time management strategies, the findings suggest the need for targeted interventions to help male students improve their time management skills, thereby enhancing their academic performance and emotional well-being.

Jamrus and Saman (2021) conducted a quantitative study on the relationship between time management skills and academic achievement, focusing on agriculture students at Universiti Teknologi MARA Cawangan Melaka. Their findings highlighted notable gender differences in time management skills. Female students demonstrated better time management capabilities, including task organization, prioritization, and adherence to schedules, compared to their male counterparts. This difference was attributed to a higher level of discipline and conscientiousness observed among female students. However, the study also pointed out that male students often

showed more flexibility and adaptability, which could be advantageous in handling unexpected tasks. These gender-specific strengths suggest the need for tailored time management strategies that cater to the distinct needs and tendencies of male and female students to enhance their academic performance and overall emotional well-being.

Table 2.3.1

Summary Of Gender Differences In Time Management Skills Based On Previous Study

Year	Researchers	Gender	Findings
2022	Sultana & Shakur	Female	Exhibited better time management skills, including planning, prioritizing, and discipline.
		Male	Spent more time on leisure activities (e.g., sports, TV) showed lower adherence to time management strategies.
2021	Jamrus & Saman	Female	Demonstrated superior skills in task organization, scheduling, and prioritization; more disciplined and conscientious.
		Male	More adaptable and flexible; less structured but managed unexpected tasks more effectively.

Note. The table summarizes findings on gender-based differences in time management skills from studies conducted in 2021 and 2022.

2.3.2 Emotional Well-Being and Gender

Gender significantly influences emotional well-being in young adults, with notable differences in coping strategies, resilience, and self-regulation. Based on the study, women generally display higher emotional intelligence and are more inclined to seek social support, while men favor problem-focused or avoidance strategies (López-Madrigal et al., 2021). Women also report greater susceptibility to stress, anxiety, and depression but demonstrate higher resilience when supported by external social networks. In contrast, men rely more on internal mechanisms to adapt to stress. Self-regulation, essential for managing emotions and behaviors, shows minimal gender differences, though women tend to excel in positivity-related traits, such as emotional expression and optimism. These distinctions highlight the need for tailored interventions that address gender-specific needs to foster emotional well-being effectively.

Moreover, Lu and Zhuang (2023) explored how emotional well-being and gender influence job satisfaction in the context of teleworking. The study highlights that emotional well-being, which includes factors like reduced stress and positive emotional experiences, plays a critical role in enhancing job satisfaction. It was found that teleworking can positively impact emotional well-being by providing flexibility and reducing work-life conflict, especially for women. The study revealed gender differences in how teleworking influences job satisfaction; women often benefit more due to greater flexibility in managing household responsibilities, which contributes to improved emotional well-being. However, the authors noted that these benefits depend on individual circumstances, such as the nature of the job and the level of support provided by the organization. Overall, the research emphasizes the importance of considering both gender and emotional well-being when assessing the effectiveness of teleworking in improving job satisfaction.

In addition, Graves et al. (2021) conducted a study on gender differences in college students' perceptions of stress and coping, which supports these findings. Their findings showed that, particularly during times of academic pressure, female students reported noticeably higher levels of stress than their male counterparts. Compared to male, female were more likely to use

emotional focused coping mechanisms, such as venting, emotional support, self-distraction, and instrumental assistance. The findings underlined that while these coping mechanisms frequently provide short- term respite, they might not be long-term solutions to pressures. There were no discernible gender differences in the use of avoidant or problem-focused coping mechanisms. Hence, these results emphasize how crucial it is to comprehend gender-specific stress reactions in order to create focused, successful interventions in academic contexts.

Table 2.3.2

Summary of gender differences in emotional well-being and coping strategies

Year	Researchers	Gender	Findings
2021	López-Madrigal et al.	Female	Higher emotional intelligence; more likely to seek social support; more susceptible to stress/anxiety but more resilient with support.
		Male	Prefer problem-focused or avoidance strategies; rely more on internal coping mechanisms.
2021	Graves et al.	Female	Report higher stress levels during academic pressure; more likely to use emotion-focused coping (e.g., venting, emotional support).
		Male	Showed less stress; no significant difference in use of avoidant or problem-focused coping strategies.
2023	Lu & Zhuang	Female	Benefit more emotionally from teleworking due to flexibility; better work-life balance enhances emotional well-being and job satisfaction.
		Male	Teleworking also improves emotional well-being, but benefits vary based on individual and job factors.

Note: The table summarizes gender-based findings related to emotional well-being and coping strategies from studies conducted between 2021 and 2023.

2.4 Academic Years Differences in Time Management skills and Emotional Well-Being

2.4.1 Time Management Skills Across Academic Years Among Undergraduate Students

Khan et al. (2020) examined the relationship between time management skills and academic performance among university students, providing valuable insights into how these skills differ across academic years. The study found that time management skills tend to improve as students' progress through their academic journey, with senior students generally exhibiting better planning, prioritization, and task allocation compared to freshmen. This improvement is attributed to increased academic experience and exposure to time-demanding responsibilities. However, the study also noted that first-year students often struggle with poor time management, leading to heightened stress and reduced academic performance. In contrast, senior students with better time management skills tend to report higher academic satisfaction and better emotional well-being. These findings highlight the need for targeted interventions, such as workshops or mentoring programs, to help younger students develop effective time management strategies early in their academic careers.

In addition, effective time management skills are essential for academic achievement, particularly for first-year undergraduates who struggle to adjust from regimented high school settings to independent university living. According to Wilson et al. (2021), first-year undergraduate students frequently have trouble managing their time, which results in higher failure rates than those in subsequent years. Based on the researchers' research, organized time-management classes greatly increased students' ability to plan, decreased their likelihood of failing a course, and improved their academic performance, especially for those who had previously performed worse. Students' time management skills tend to organically develop as they move through university, but early interventions are crucial to giving them the tools they need to successfully manage academic expectations throughout their studies.

According to the study by Onag et al. (2021), undergraduate students' time management abilities tend to get better as their academic careers go on. In particular, fourth-year students showed noticeably superior time-planning skills when compared to first- and second-year students, suggesting that increased experience and academic maturity lead to improved time-use and organizing techniques. This finding implies that students gradually adjust to the demands of their studies and gain better time management skills. Furthermore, higher-year students were found to have more developed problem-solving skills, which are closely linked to career decision-making. This supports the notion that upper-level students are better able to handle complex decisions because of their enhanced time management and critical thinking abilities.

Table 2.4.1*Summary Of Differences in Time Management Skills Across Academic Years*

Years	Researchers	Academic Years	Findings
2020	Khan et al.	Freshmen	Struggled with poor time management, leading to stress and lower academic performance.
		Senior Students	Showed improved planning, prioritization, and task allocation due to greater experience and responsibility.
2021	Wilson et al.	First-Year Students	Often failed to manage time effectively, resulting in higher failure rates; benefited from structured time management programs.
		All Academic Years	Time management skills improved naturally with academic progression; early intervention was key to success.
2021	Onag et al.	Fourth-Year Students	Demonstrated superior time-planning and organizational skills; also showed better problem-solving and decision-making abilities.
		First- & Second-Year Students	Displayed weaker time-use skills compared to senior students.

Note: The table presents research findings on the development of time management skills across different academic years among university students.

2.4.2 Emotional Well Being Across Academic Years Among Undergraduate Students

Liu, Ping, and Gao (2019) explored the changes in psychological well-being among undergraduate students throughout their university years. Their study revealed that emotional well-being fluctuates across academic years, often influenced by academic pressures, social relationships, and the ability to adapt to university life. First-year students typically experience higher levels of stress and anxiety due to challenges like transitioning to a new environment and balancing academic and social demands. However, as students progress, their emotional well-being tends to improve, particularly in the second and third years, when they become more accustomed to university life and develop stronger support networks. Interestingly, emotional well-being often declines again in the final year, as students face pressures related to graduation and career planning. The research highlights the importance of providing tailored psychological support and resources to address the unique challenges faced by students at different stages of their academic journey.

Other than that, a study by Kroshus et al. (2021) found that university students' emotional well-being often becomes worse during their first year, with high levels of anxiety and sadness during this period. This decline is strongest in the early years and then becomes more stable. The study showed that self-compassion, which means being kind to yourself, was the most important factor in helping students feel better emotionally, such as reducing anxiety and sadness and increasing a sense of well-being. However, self-compassion and coping skills alone were not enough to protect students from long-term stress caused by money problems, discrimination, and unfair treatment, especially for women, sexual minorities, and first-generation college students. The findings highlight the importance of giving students early support that not only promotes self-care but also helps reduce stress from larger ongoing problems.

Table 2.4.2

Summary Of Emotional Well-Being Across Academic Years Among University Students

Year	Researchers	Academic Years	Findings
2019	Liu, Ping & Gao	First-Year Students	Experience high stress and anxiety due to adjustment challenges; struggle with balancing academic and social life.
		Second- & Third-Year Students	Emotional well-being improves as students adapt and build social support networks.
		Final-Year Students	Emotional well-being often declines again due to graduation and career planning pressures.
2021	Kroshus et al.	First-Year Students	Report high anxiety and sadness; emotional well-being declines most in early university years.
		All Academic Years	Self-compassion helps reduce emotional distress but is insufficient to fully address long-term stress caused by systemic issues (e.g., discrimination, finances).

Note: This table summarizes how emotional well-being varies across academic years, based on findings from Liu, Ping, and Gao (2019) and Kroshus et al. (2021).

2.5 Relationship Between Time Management Skills and Emotional Well-Being

A study by Osin and Boniwell (2024) investigates how time management behaviors, specifically goal-setting and structured routines, influence subjective well-being by examining the role of time perspective. They hypothesize that a future-oriented perspective positively impacts time management, which subsequently improves satisfaction with how time is used, ultimately enhancing emotional well-being. Using path analysis, the study finds that individuals with a stronger future time perspective are more likely to engage in proactive time management strategies, such as setting clear goals and maintaining structured routines. These behaviors are associated with positive time use, which mediates the relationship between time perspective and well-being. The study concludes that future-oriented individuals tend to experience greater satisfaction with their time, leading to reduced stress and increased life satisfaction, underscoring the importance of time management as a mediator between time perspective and emotional health.

Other than that, Lovin and Bernardear-Moreau (2022) examine the link between time management challenges and mental health, particularly stress and anxiety, among university students. The findings reveal that students who struggle with time management tend to experience higher stress and anxiety levels, negatively impacting their emotional well-being. By contrast, those with effective time management skills are better able to maintain lower stress levels, suggesting that such skills contribute to emotional stability. The study emphasizes that managing academic demands through structured planning and prioritization can alleviate mental strain, underscoring the importance of time management as a means to improve emotional health in a university context. This research adds to a growing body of literature affirming that time management is a protective factor for students' mental health by helping them balance academic and personal pressures, thus promoting a more resilient and positive emotional state.

Besides, the researchers explore time management as a crucial self-regulation skill that enables students to achieve both academic and personal goals. This study investigates how effectively students' priorities tasks and allocate time, highlighting the importance of these skills in academic success and emotional well-being (Wolters & Brady, 2021). The researchers employed various self-regulation theories to examine the relationship between time management

practices and students' overall well-being, discovering that students who actively engage in time management strategies, such as setting clear goals, avoiding procrastination, and maintaining focus, tend to experience lower levels of stress and higher levels of satisfaction.

The results suggest that enhancing time management skills can significantly improve students' emotional health by reducing stress and enabling them to maintain a balanced lifestyle, thus underscoring the integral role of time management in promoting both academic achievement and emotional well-being.

Apart from that, Limone et al. (2020) explore procrastination among university students through the self-regulated learning model, emphasizing its implications for emotional well-being. The researchers investigate how procrastination, a common consequence of poor time management, affects students' mental and emotional health. They surveyed university students, focusing on procrastination behaviors and related self-regulation skills like goal setting, time management, and self-discipline. Their findings reveal that students with higher levels of procrastination tend to report greater stress, anxiety, and lower life satisfaction, all of which negatively impact emotional well-being. The study indicates that students who lack self-regulation and time management skills are more prone to emotional distress due to the pressure of unmet deadlines and accumulated work. Additionally, the researchers highlight the importance of structured time management practices, as students who employ these practices tend to procrastinate less, experience reduced stress and enjoy greater emotional stability. The study concludes that fostering self-regulation skills, especially time management, can mitigate procrastination and its adverse effects on students' emotional well-being, suggesting that interventions targeting these skills may improve mental health outcomes among university students.

2.6 Self-Regulation Theory in Enhancing Time Management Skills and Emotional Well-Being

Mpaata et al. (2021) highlight that cognitive skills like financial literacy and time management are most effective when supported by self-control, a core aspect of self-regulation. In Malaysia, where students face various academic and personal pressures, self-regulation helps them stay focused and manage time effectively. For example, studies show that students involved in financial literacy programs with self-control elements developed better saving habits, illustrating the benefits of self-regulation. Integrating these strategies into university programs can enhance students' time management, academic success, and emotional well-being.

Self-regulation theory describes how individuals actively control their thoughts, emotions, and behaviors to achieve personal goals, making it highly relevant in enhancing both time management skills and emotional well-being among students. According to Rodriguez et al. (2022), self-regulated students are better at setting academic goals, planning tasks, managing time efficiently, and maintaining emotional balance, which collectively contribute to improved psychological well-being. In the Malaysian context, for instance, many universities have incorporated self-regulation strategies into student development programs to help students build effective study habits and emotional resilience. These initiatives often include workshops on goal setting, time management, and stress management techniques. The study further highlighted that students who practice self-regulation experience higher self-esteem, better focus, and reduced stress and anxiety, as they are more capable of coping with academic demands and distractions.

In addition, self-regulation theory plays a critical role in enhancing time management skills and consequently, emotional well-being. This theory emphasizes the ability to manage one's thoughts, emotions, and behaviors in pursuit of long-term goals. Self-regulation supports time management by enabling individuals to prioritize tasks, allocate time effectively, and maintain focus on objectives. In its performance phase, self-regulation employs strategies such as scheduling and task segmentation to promote discipline and goal attainment. The self-reflection phase involves evaluating outcomes and refining strategies, ensuring continuous improvement.

Research has demonstrated a strong link between self-regulation and time management efficacy. For instance, Landrum (2020) found that students with higher self-regulation skills demonstrated better time management and were more likely to complete academic tasks promptly. This correlation highlights the importance of fostering self-regulation to boost productivity and maintain a structured approach to task management.

Other than that, Kim et al. (2019) further elaborated on the role of self-regulation in time management by exploring the impact of technology. Their study introduced the Automated Time Manager (ATM), a smartphone application designed to facilitate self-regulatory practices such as goal setting, task strategy development, self-monitoring, and reflection. The results showed a significant improvement in students' time management skills and psychological outcomes. Participants reported increased awareness of unproductive habits and an enhanced ability to focus on their goals. These improvements were associated with positive emotional well-being, including feelings of accomplishment, increased self-efficacy, and reduced stress levels. The study underscores the potential of self-regulation to transform time management behaviors, ultimately fostering emotional resilience and a sense of control over one's responsibilities.

These findings collectively emphasize the importance of self-regulation as a cornerstone for effective time management. By developing and utilizing self-regulatory strategies, individuals can achieve greater emotional well-being, marked by reduced anxiety, enhanced motivation, and a heightened sense of accomplishment. This synergy between time management and emotional health highlights self-regulation as a valuable tool for personal and academic success.

2.7 Summary

Chapter 2 explores how time management skills and emotional well-being are connected for undergraduate students. Effective time management, like planning, prioritizing, and goal setting, helps students balance academic and personal responsibilities, reducing stress and improving performance. Studies show that practical strategies, self-regulated learning, and delegation, such as sharing tasks in group projects, can make managing workloads easier and boost emotional health. Poor time management, including procrastination, often leads to higher stress and lower life satisfaction, but self-regulation skills can help students stay organized and feel in control.

The chapter also looks at how factors like gender, physical activity, and social support influence emotional well-being. Female students generally have better time management but may face more stress, while male students tend to focus on flexibility. Self-regulation theory is highlighted as key to building both time management skills and resilience, helping students reduce anxiety, stay motivated, and achieve their goals. Overall, the chapter stresses the importance of teaching students effective time management to improve their emotional and academic success.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter explained the research design, population and sample, instruments, pilot study, data collection procedures, and methods of data analysis. A summary of this chapter was provided in the last section.

3.2 Research Design

This study adopted a quantitative research design to investigate the relationship between time management skills and emotional well-being among undergraduate students at the university. Quantitative research involves the systematic investigation of phenomena through the collection of numerical data and the use of statistical, mathematical, or computational techniques (Adedoyin, 2020). This approach enabled the analysis of trends and correlations, allowing findings to be generalized across a larger student population.

A structured questionnaire served as the primary data collection tool and was distributed online via Google Forms. This digital format allowed broad reach among university students, maximizing response rates through convenient access via social media platforms and messaging applications such as WhatsApp. The questionnaire consisted of 67 items, divided into sections to capture essential demographic information and measure variables directly to the study's hypotheses.

In addition, secondary data sourced from recent peer-reviewed journal articles, complemented the primary data by providing context, supporting theoretical frameworks, and offering insights from past research. These scholarly sources grounded the analysis and discussion, enabling comparisons with previous findings on the relationship between time management skills and emotional well-being.

Other than that, ethical considerations were integral to this research, ensuring that participants' rights and welfare were safeguarded throughout the study. Prior to data collection, participants

reviewed a detailed informed consent form outlining the study's purpose, their involvement, potential benefits, and any associated risks. The form emphasized that participation was voluntary and that participants had the right to withdraw from the study at any stage without penalty. Confidentiality protocols were strictly followed, with all personal information anonymized to protect participants' identities. Data were securely stored on encrypted servers, accessible only to the research team, further ensuring participant privacy.

Data analysis was conducted using SPSS version 26, a statistical software package suitable for quantitative data. Descriptive statistics summarized demographic characteristics, including gender, age, race, year of study and faculty, to provide a foundational understanding of the participant profile. For hypothesis testing and examining relationships between time management skills and emotional well-being, inferential statistics, such as correlation analysis, were employed. This approach helped identify and quantify associations between key time management behaviors and emotional well-being indicators.

Therefore, to ensure the study remains well-organized, a structured timeline guided each stage of the research process, beginning with questionnaire design and validation, followed by data collection, analysis, and interpretation of findings. Sufficient time was allocated to each phase to ensure a thorough and systematic approach.

3.3 Population and Sample

This study aimed to investigate the relationship between time management skills and emotional well-being among undergraduate students. The participants comprised students from Years 1 to 4, as well as those enrolled in extended programs.

To ensure broad representativeness, the sample included students from various faculties across UNIMAS. These faculties were the Faculty of Resource Science and Technology, Faculty of Cognitive Sciences and Human Development, Faculty of Social Sciences and Humanities, Faculty of Economics and Business, Faculty of Applied and Creative Arts, Faculty of Language and Communication, Faculty of Engineering, Faculty of Medicine and Health Sciences, Faculty

of Built Environment, and Faculty of Computer Science and Information Technology. This diverse representation allowed for a comprehensive overview of students' experiences across academic disciplines, enhancing the generalizability and relevance of the study's findings to the broader undergraduate population at UNIMAS.

Since the research employed a quantitative methodology, a simple random sampling technique was used to ensure the results could be generalized and to minimize selection bias within the undergraduate student population. Simple random sampling (SRS) was the simplest method of selecting a sample of n units out of N units by drawing units one by one with or without replacement. Every unit in the population had an equal probability of selection. This sampling method was useful whenever the underlying population was homogeneous (Latpate et al., 2021). Therefore, by using simple random sampling, each student had an equal chance of being selected, thereby reducing potential bias in the sample.

Other than that, the sample size for this study was determined using the Krejcie and Morgan method from 1970. This approach provided a table and formula for calculating the optimal sample size for a given population. Based on this method, the sample size was calculated to be 361 participants, with a total population size of 13,293 undergraduate students.

3.4 Instruments

There are two instruments used in this research, which are the Time Management Questionnaire (TMQ) and the Warwick-Edinburgh Mental Well-Being Scale (WEMWBS). These two instruments were distributed through Google Form to the participants.

3.4.1 Time Management Questionnaire

The Time Management Questionnaire (TMQ) measured participants' time management skills, focusing on their ability to prioritize tasks, allocate time effectively, and avoid procrastination. This questionnaire included 53 questions and had multiple sections addressing different aspects of time management, such as task prioritization, goal setting, planning and scheduling, procrastination, organizational skills, and delegation (Torpil & Pekcetin, 2022).

Participants were asked to rate statements on a scale from "never" to "always" to reflect how often they practiced various time management behaviors (Indreica et al., 2022). This data helped assess how well participants manage their time, providing insights into the specific time management skills associated with emotional well-being. TMQ was selected for its reliability and validity in assessing time management among undergraduate students.

3.4.2 Warwick-Edinburgh Mental Well-Being Scale

The Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) was chosen to assess participants' overall mental well-being (Marmara et al., 2022). This scale consisted of 14 positively worded statements related to mental health aspects like optimism, relaxation, and clarity of thought. Participants rated each statement on a 5-point scale, from "none of the time" to "all of the time," based on how often they experienced positive mental states over the past two weeks. The WEMWBS was widely recognized for its reliability in measuring mental well-being in various populations, making it suitable for this study. The results from this scale helped evaluate the emotional well-being of participants, facilitating analysis of its relationship with time management skills.

3.5 Pilot Study

A pilot study was conducted with 30 UNIMAS students to test the reliability and validity of the Time Management Questionnaire (TMQ) and the Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) before starting the main study. This preliminary test aimed to ensure that both instruments consistently measured the intended constructs among the sample population, which is similar to the target group of the full study.

Reliability meant that the questionnaires should have given consistent results if used repeatedly under similar conditions. For example, the TMQ reliably measured time management skills like prioritizing tasks, goal setting, planning and scheduling, procrastination, organizational skills, and delegation, while the WEMWBS consistently assesses emotional well-being aspects.

Table 3.5.1

Cronbach's Alpha for Time Management Questionnaire (TMQ)

<i>Reliability Statistics</i>	
Cronbach's Alpha	N of Items
.982	55

Note. A Cronbach's alpha value of 0.982 indicates excellent internal consistency for the Time Management Questionnaire (TMQ), which consists of 55 items. Values above 0.70 are generally considered acceptable for reliability.

The reliability of the Time Management Questionnaire (TMQ) was assessed using Cronbach's alpha. The TMQ consists of 55 items designed to measure various aspects of time management among university students. The analysis yielded a Cronbach's alpha value of 0.982, which is well above the generally accepted threshold of 0.70 for acceptable internal consistency. This high value indicates that the items in the questionnaire are highly correlated and measure the same underlying construct. Therefore, TMQ is considered a reliable instrument for data collection in this study.

Table 3.5.2

Cronbach's Alpha for Warwick-Edinburgh Mental Well-Being Scale (WEMWBS)

<i>Reliability Statistics</i>	
Cronbach's Alpha	N of Items
.957	14

Note. The Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) achieved a Cronbach's alpha of 0.957, exceeding the acceptable threshold of 0.70. This indicates excellent internal consistency, confirming that WEMWBS is a reliable instrument for use in this study.

The internal consistency of the Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) was assessed using Cronbach's alpha. The scale, which comprises 14 items designed to measure mental well-being, produced a Cronbach's alpha value of 0.957. This value is well above the acceptable threshold of 0.70, indicating that the items are highly correlated and consistently measure the construct of mental well-being. Therefore, the WEMWBS is considered a reliable instrument and is suitable for use in the present study.

Other than that, the validity of the Time Management Questionnaire (TMQ), which was adopted by Dr. John W. Olmstead and the Warwick-Edinburgh Mental Well-Being Scale (WEMWBS), which was derived from NHS Health Scotland, was examined to ensure that it was appropriate for the UNIMAS student environment. Despite the fact that both tools were already valid in their original form, the language of the questions was changed to make them easier to grasp. Participants in the pilot study also provided feedback. Some questions were revised in response to this criticism, while others that were unclear or inappropriate were eliminated. These modifications made it easier for respondents to complete the questionnaires and ensured that they measured the intended outcomes.

In addition, based on the feedback from respondents during the pilot study, several items in the TMQ were identified as confusing or redundant, particularly those related to file

management such as *“My files are accurate,” “My files are accessible,” “My files are current,” and “My files are streamlined.”* Participants reported that these questions were overly specific and difficult to interpret. As a result, the TMQ was refined by removing 13 such items, reducing the total from 53 to 40 items. This refinement aimed to enhance clarity and relevance, ensuring the instrument is well-adapted for the study’s context.

Moreover, in addition to removing unsuitable questions, several other items were reworded to improve clarity and ensure the language used was more relatable and easier for respondents to understand. These adjustments were made to ensure that the TMQ and WEMWBS are more appropriately adapted to the context and comprehensions level of the target population.

In summary, the pilot study confirmed that both TMQ and WEMWBS possess high reliability and acceptable construct validity. Despite these positive findings, the instruments were revised to improve clarity and contextual suitability based on respondent feedback. These revisions support the continued use of both instruments in the main study.

3.6 Data Collection Procedures

The data collection process for this study ensured efficiency, ethical adherence, and ease of access while maintaining data integrity and participant privacy. The survey was distributed electronically via Google Forms and shared through messaging platforms like WhatsApp to maximize participation among undergraduate students. Participants began by reviewing an informed consent form, which explained the study's purpose, confidentiality measures, voluntary nature, and their right to withdraw at any point without penalty. Only after consenting can participants proceed with the survey.

The survey comprised two main sections. The first section collected demographic information, including gender, age, race, year of study and faculty, to understand participant characteristics. The second section focused on primary data collection, utilizing the Time Management Questionnaire (TMQ) to assess time management skills and the Warwick- Edinburgh Mental Well-being Scale (WEMWBS) to measure emotional well-being. Google Forms ensured

secure data storage, encrypting and anonymizing all responses, which were accessible only to the research team, to protect participants' identities and uphold ethical standards.

3.7 Methods of Analysis Data

The quantitative data collected in this study were analyzed using SPSS version 26. The analysis was divided into two main parts, which were descriptive statistics and inferential statistics. These approaches were employed to summarize the data, explore patterns, and test the research hypothesis related to time management skills and emotional well-being among undergraduate students.

3.7.1 Descriptive Statistics

Descriptive statistics refer to statistical techniques used to summarize, organize, and describe the main features of a dataset in a clear and understandable way. This method helps to provide a general overview of the sample without making conclusions beyond the data collected (Abu-Bader, 2021). In this study, descriptive statistics were used to analyze demographic variables such as gender, age, race, year of study, and faculty. Frequencies and percentages were calculated for categorical data, while the mean and standard deviation were used to describe scores from the Time Management Questionnaire (TMQ) and the Warwick-Edinburgh Mental Well-being Scale (WEMWBS).

The use of descriptive statistics was appropriate because it allowed the researcher to observe patterns and trends within the sample, providing essential context before performing further statistical tests. This step was important to ensure a basic understanding of the participants' characteristics and overall response patterns.

3.7.2 Inferential Statistics

Inferential statistics refer to methods used to make generalizations, predictions, or decisions about a larger population based on data collected from a sample. These techniques help to test hypotheses and determine whether observed patterns are likely due to chance or represent

actual relationships (Chaokromthong & Sintao, 2021). In this study, inferential statistics were used to examine relationships and differences between variables related to time management skills and emotional well-being.

The independent samples t-test was used to compare mean scores between two groups, such as male and female students. One-way ANOVA was applied to determine whether there were statistically significant differences in these variables across more than two groups, such as year of study.

Moreover, Spearman's Rho correlation analysis was conducted to explore the relationship between time management skills and emotional well-being. This method was chosen because it is suitable for non-normally distributed data and ordinal-level variables, making it a more robust option when the assumptions of parametric tests such as Pearson's correlation are not met (Essam & Ali, 2022). Spearman's Rho also measures the strength and direction of a monotonic relationship between two variables, which aligns well with the study's aim to understand the general trend between students' time management abilities and their emotional well-being.

These statistical methods were appropriate for this study as they allowed the researcher to test specific hypotheses, explore group differences, and identify meaningful associations between key variables, thereby contributing to a clearer understanding of the research problem.

3.8 Summary

Chapter Three outlined the methodology of this study, detailing the research design, population and sample, instruments, pilot study, data collection procedures, and data analysis methods. A quantitative research design is employed, using a structured questionnaire distributed via Google Forms to investigate the relationship between time management skills and emotional well-being among undergraduate students. The study targets a sample of 361 students, selected through simple random sampling.

Two validated instruments are used include Time Management Questionnaire (TMQ) and Warwick-Edinburgh Mental Well-Being Scale (WEMWBS). A pilot study with 30 UNIMAS students ensures the reliability and validity of these tools. Data collection follows ethical standards, including informed consent, participant anonymity, and secure storage of responses. Data analysis is conducted using SPSS version 26, employing descriptive and inferential statistical methods, such as Independent Sample T-Tests, Spearman's Rho correlation, and One-way ANOVA, to test hypotheses and explore relationships. This chapter provides a clear framework for systematically addressing the research objectives.

CHAPTER 4

FINDINGS

4.0 Introduction

This chapter presents the findings and discussion of the study, using both descriptive and inferential statistics analyses. Descriptive statistics are applied to summarize key demographic variables, including age, gender, race and year of study. Inferential statistical methods such as the Independent Samples T-test, one-way ANOVA and Spearman Rho's correlation are used to examine the relationships and significant differences among the variables investigated.

4.1 Reliability After Refinement

Following the refinement and rewording of the Time Management Questionnaire (TMQ) and Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) to enhance clarity and contextual relevance, the instruments were assessed for internal consistency.

Table 4.1.1

Cronbach Alpha for Time Management Questionnaire (TMQ) After Refinement

<i>Reliability Statistics</i>	
Cronbach's Alpha	N of Items
.889	40

Note. The Cronbach's alpha for the Time Management Questionnaire (TMQ) is 0.889, which exceeds the acceptable threshold of 0.70. This indicates high internal consistency, confirming that the refined TMQ is a reliable instrument for the main study.

The reliability of the refined instruments was assessed using Cronbach's alpha to determine internal consistency. For the Time Management Questionnaire (TMQ), Cronbach's alpha value was 0.889, which exceeds the commonly accepted threshold of 0.70. This indicates

that the items within the TMQ are highly correlated and consistently measure the construct of time management, confirming the instrument's reliability after refinement.

Table 4.1.2

Cronbach Alpha for Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) After Refinement

<i>Reliability Statistics</i>	
Cronbach's Alpha	N of Items
.838	14

Note. The Cronbach's alpha for the Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) is 0.838, exceeding the threshold of 0.70. This demonstrates strong internal consistency, indicating that the refined WEMWBS is reliable and suitable for use in the study.

The Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) recorded a Cronbach's alpha value of 0.838, also surpassing the minimum acceptable level of 0.70. This result reflects strong internal consistency, suggesting that the refined WEMWBS reliably measures mental well-being among the target population.

In summary, both TMQ and WEMWBS demonstrate excellent internal consistency and reliability, confirming their appropriateness for use in research and practical applications after refinement.

4.2 Data Cleaning

Data cleaning is a crucial step in the research process to ensure the accuracy, consistency, and reliability of the data collected. It involves identifying and correcting errors, removing incomplete or invalid responses, and preparing the dataset for accurate analysis. Without proper data cleaning, the results of the study may be misleading or biased. In this study, data cleaning was carried out to detect any irregular response patterns, missing values, or outliers that could affect the validity of the findings.

Figure 4.2.1

Data Before Data Cleaning

	 T1	 T2	 T3	 T4	 T5	 T6	 T7	 T8	 T9	 T10
344	SOMETIMES	MOST OF TIME	MOST OF TIME	SOMETIMES	SOMETIMES	MOST OF TIME	SOMETIMES	SELDOM	NEVER	MOST OF TIME
345	MOST OF TIME	SOMETIMES	MOST OF TIME	SOMETIMES	SOMETIMES	MOST OF TIME	SOMETIMES	SELDOM	SOMETIMES	SOMETIMES
346	MOST OF TIME	SOMETIMES	MOST OF TIME	SOMETIMES	SELDOM	SOMETIMES	MOST OF TIME	SOMETIMES	SELDOM	SOMETIMES
347	SOMETIMES	SOMETIMES	MOST OF TIME	SOMETIMES	SOMETIMES	MOST OF TIME	ALWAYS	SOMETIMES	MOST OF TIME	SELDOM
348	SOMETIMES	SOMETIMES	MOST OF TIME	SOMETIMES	SELDOM	SELDOM	SOMETIMES	MOST OF TIME	SOMETIMES	SOMETIMES
349	ALWAYS	SOMETIMES	MOST OF TIME	SOMETIMES	ALWAYS	ALWAYS	SOMETIMES	MOST OF TIME	SOMETIMES	MOST OF TIME
350	ALWAYS	SOMETIMES	MOST OF TIME	SOMETIMES	ALWAYS	ALWAYS	SOMETIMES	MOST OF TIME	SOMETIMES	MOST OF TIME
351	SOMETIMES	SOMETIMES	MOST OF TIME	SOMETIMES	ALWAYS	ALWAYS	SOMETIMES	ALWAYS	SOMETIMES	MOST OF TIME
352	SOMETIMES	SOMETIMES	MOST OF TIME	SOMETIMES	MOST OF TIME	ALWAYS	MOST OF TIME	MOST OF TIME	SOMETIMES	SOMETIMES
353	SOMETIMES	ALWAYS	MOST OF TIME	SOMETIMES	SOMETIMES	ALWAYS	MOST OF TIME	SOMETIMES	SOMETIMES	SOMETIMES
354	SOMETIMES	ALWAYS	MOST OF TIME	SOMETIMES	ALWAYS	ALWAYS	MOST OF TIME	SOMETIMES	SOMETIMES	SOMETIMES
355	MOST OF TIME	ALWAYS	MOST OF TIME	ALWAYS	SOMETIMES	ALWAYS	MOST OF TIME	SOMETIMES	SOMETIMES	SOMETIMES
356	MOST OF TIME	ALWAYS	MOST OF TIME	ALWAYS	SOMETIMES	ALWAYS	MOST OF TIME	SOMETIMES	SOMETIMES	SOMETIMES
357	MOST OF TIME	SOMETIMES	ALWAYS	MOST OF TIME	ALWAYS	ALWAYS	MOST OF TIME	ALWAYS	SOMETIMES	MOST OF TIME
358	MOST OF TIME	SOMETIMES	ALWAYS	MOST OF TIME	SOMETIMES	ALWAYS	MOST OF TIME	ALWAYS	SOMETIMES	MOST OF TIME
359	SOMETIMES	SOMETIMES	ALWAYS	MOST OF TIME	SOMETIMES	ALWAYS	MOST OF TIME	ALWAYS	ALWAYS	MOST OF TIME
360	MOST OF TIME	MOST OF TIME	MOST OF TIME	ALWAYS	SOMETIMES	ALWAYS	ALWAYS	SOMETIMES	SOMETIMES	SOMETIMES
361	MOST OF TIME	ALWAYS	MOST OF TIME	ALWAYS	SOMETIMES	ALWAYS	MOST OF TIME	SOMETIMES	SOMETIMES	SOMETIMES
362	NEVER	NEVER	NEVER	NEVER	NEVER	NEVER	NEVER	NEVER	NEVER	NEVER

Note. The figure shows the data before cleaning. One of the respondents answered "Never" for all items, indicating a potential response bias or non-engagement with the questionnaire.

Figure 4.2.2

Data After Data Cleaning

	Gender	Age	Race	YearofStudy	Faculty	T1	T2	T3	T4	T5
344	MALE	22-25	IBAN	YEAR 3	Faculty of Cognitive ...	SOMETIMES	MOST OF TIME	MOST OF TIME	SOMETIMES	SOMETIME
345	MALE	22-25	IBAN	YEAR 2	Faculty of Resource...	MOST OF TIME	SOMETIMES	MOST OF TIME	SOMETIMES	SOMETIME
346	MALE	22-25	INDIAN	YEAR 2	Faculty of Resource...	MOST OF TIME	SOMETIMES	MOST OF TIME	SOMETIMES	SELDO
347	MALE	25>	INDIAN	YEAR 2	Faculty of Resource...	SOMETIMES	SOMETIMES	MOST OF TIME	SOMETIMES	SOMETIME
348	MALE	18-21	IBAN	YEAR 3	Faculty of Cognitive ...	SOMETIMES	SOMETIMES	MOST OF TIME	SOMETIMES	SELDO
349	FEMALE	25>	IBAN	YEAR 2	Faculty of Cognitive ...	ALWAYS	SOMETIMES	MOST OF TIME	SOMETIMES	ALWAY
350	FEMALE	22-25	KADAZAN	YEAR 1	Faculty of Cognitive ...	ALWAYS	SOMETIMES	MOST OF TIME	SOMETIMES	ALWAY
351	MALE	22-25	KADAZAN	YEAR 4	Faculty of Cognitive ...	SOMETIMES	SOMETIMES	MOST OF TIME	SOMETIMES	ALWAY
352	MALE	22-25	CHINESE	YEAR 2	Faculty of Social Sc...	SOMETIMES	SOMETIMES	MOST OF TIME	SOMETIMES	MOST OF TIM
353	MALE	22-25	CHINESE	YEAR 2	Faculty of Medicine ...	SOMETIMES	ALWAYS	MOST OF TIME	SOMETIMES	SOMETIME
354	MALE	22-25	IBAN	YEAR 2	Faculty of Cognitive ...	SOMETIMES	ALWAYS	MOST OF TIME	SOMETIMES	ALWAY
355	MALE	22-25	CHINESE	YEAR 2	Faculty of Medicine ...	MOST OF TIME	ALWAYS	MOST OF TIME	ALWAYS	SOMETIME
356	FEMALE	22-25	IBAN	YEAR 2	Faculty of Cognitive ...	MOST OF TIME	ALWAYS	MOST OF TIME	ALWAYS	SOMETIME
357	FEMALE	22-25	INDIAN	YEAR 2	Faculty of Cognitive ...	MOST OF TIME	SOMETIMES	ALWAYS	MOST OF TIME	ALWAY
358	FEMALE	22-25	IBAN	YEAR 3	Faculty of Resource...	MOST OF TIME	SOMETIMES	ALWAYS	MOST OF TIME	SOMETIME
359	FEMALE	22-25	CHINESE	YEAR 3	Faculty of Resource...	SOMETIMES	SOMETIMES	ALWAYS	MOST OF TIME	SOMETIME
360	MALE	18-21	CHINESE	YEAR 3	Faculty of Cognitive ...	MOST OF TIME	MOST OF TIME	MOST OF TIME	ALWAYS	SOMETIME
361	FEMALE	22-25	IBAN	YEAR 2	Faculty of Cognitive ...	MOST OF TIME	ALWAYS	MOST OF TIME	ALWAYS	SOMETIME
362										

Note. This figure presents the cleaned data. Inattentive responses were removed to improve data reliability.

Based on Figure 4.2.1, during the data cleaning process, one respondent was identified as providing uniform responses by selecting "NEVER" for all items in both the Time Management Questionnaire (TMQ) and the Warwick-Edinburgh Mental Well-Being Scale (WEMWBS). This pattern suggests a lack of engagement or a misunderstanding of the questionnaires, as it does not reflect a realistic variation in time management behaviors or emotional well-being. Uniform responses like this can skew the data analysis and compromise the reliability of the results. Therefore, to maintain the accuracy and integrity of the study, this respondent's data was excluded from the final dataset, as shown in Figure 4.2.2.

4.3 Demographic Data

A Google Form was filled by the participants, including the informed consent and demographic data of the participants. The participants are the undergraduates' students from Universiti Malaysia Sarawak (UNIMAS). The demographic data such as age, gender, race and year of study were displayed below.

4.3.1 Gender

Table 4.3.1

Frequency and Percentage of Participants' Gender

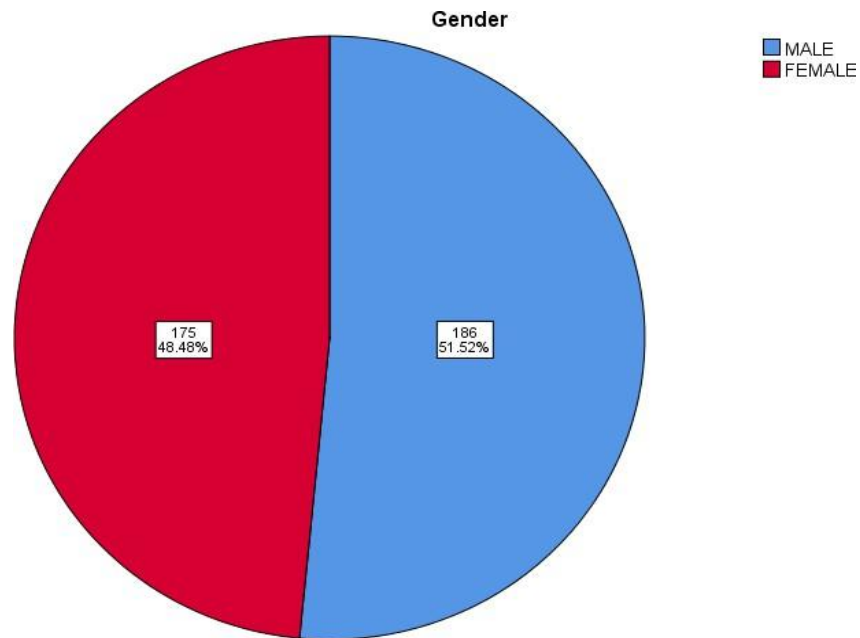
<i>Gender</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	186	51.5	51.5	51.5
	FEMALE	175	48.5	48.5	100.0
	Total	361	100.0	100.0	

Note. The table shows the total frequency and percentage of participants based on gender.

Table 4.3.1 shows the gender distribution of the participants. Out of 361 respondents, 186 are male, which is 51.5%, and 175 are female, which is 48.5%. This indicates a fairly balanced representation of gender among the participants.

Figure 4.3.1

Pie Chart of Participants' Gender



Note. The pie chart displays the gender distribution of study participants. Male students comprised 186 participants, while female students comprised 175, indicating a relatively balanced gender representation.

Figure 4.3.1 provides a visual representation of gender distribution. The pie chart illustrates that male and female participants were nearly equally represented, which supports a more balanced perspective in interpreting the study's findings across genders.

In summary, both the table and pie chart show a nearly equal distribution of male and female participants in the study. This balanced gender representation enhances the credibility and generalizability of the findings across both groups.

4.3.2 Age

Table 4.3.2

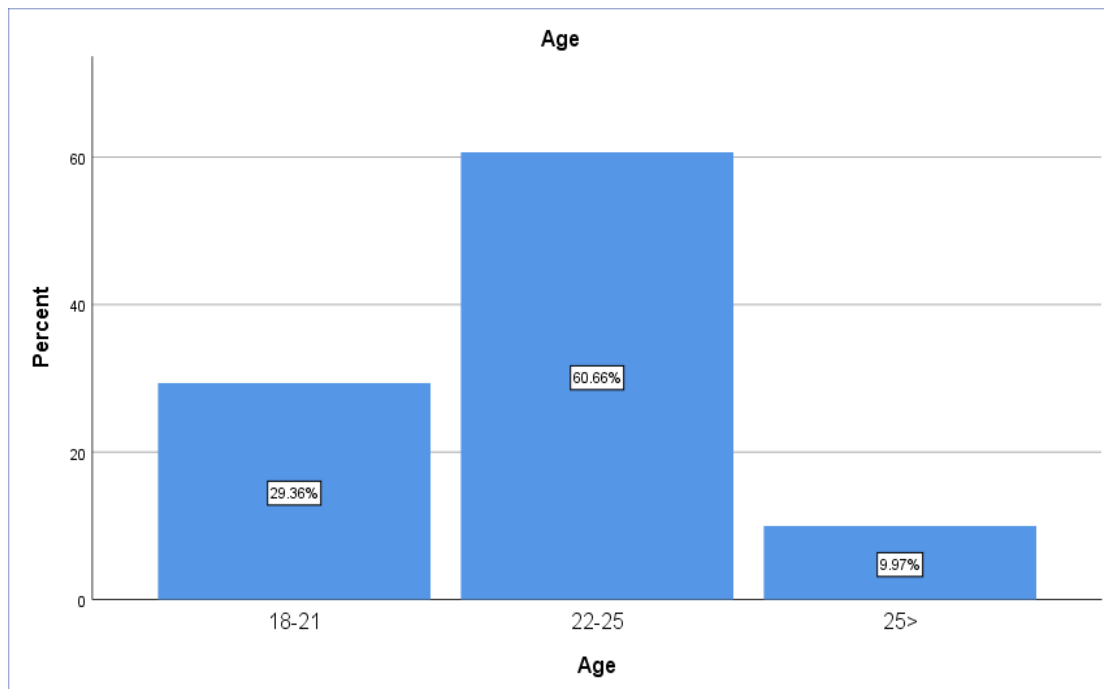
Frequency and Percentage of Participants' Age

Age				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	18-21	106	29.4	29.4	29.4
	22-25	219	60.7	60.7	90.0
	25>	36	10.0	10.0	100.0
	Total	361	100.0	100.0	

Note. This table shows the distribution of participants based on age categories. The majority of participants were between 22 and 25 years old, followed by those aged 18 to 21. A smaller proportion of participants were older than 25 years.

Figure 4.3.2

Bar Chart of Participants' Age



Note. The bar chart displays the age distribution of the participants. The majority of respondents were aged between 22 and 25 years, followed by those aged 18 to 21 years. A smaller proportion of participants were above 25 years old.

As presented in Table 4.3.2 and Figure 4.3.2, the majority of participants were between the ages of 22 and 25 years, with a total of 219 students, accounting for 60.7% of the sample. The second largest group included 106 participants aged 18 to 21 years, which represents 29.4% of the total. A smaller portion of the participants, totaling 36 students or 10.0%, were above the age of 25. This age distribution indicates that most respondents were in the typical age range for undergraduate students, with some representation from older students, possibly from extended or returning programs.

4.3.3 Race

Table 4.3.3

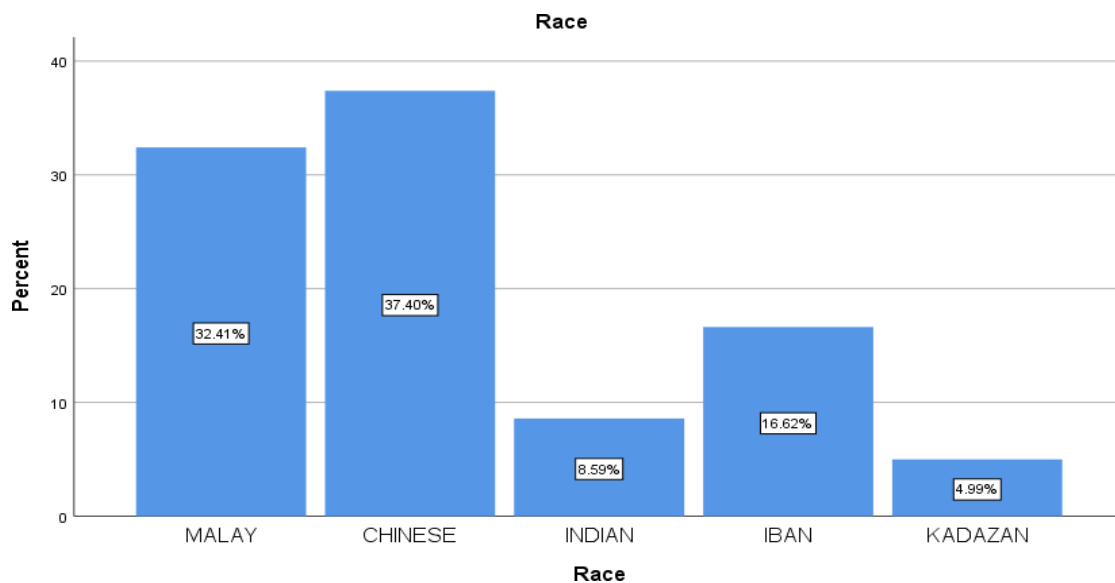
Frequency and Percentage of Participants' Race

Race				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	MALAY	117	32.4	32.4	32.4
	CHINESE	135	37.4	37.4	69.8
	INDIAN	31	8.6	8.6	78.4
	IBAN	60	16.6	16.6	95.0
	KADAZAN	18	5.0	5.0	100.0
	Total	361	100.0	100.0	

Note. This table presents the racial composition of the study participants. The largest group was Chinese with 135 participants, followed by Malay with 117 participants. The Iban group included 60 participants, the Indian group had 31 participants, and the Kadazan group consisted of 18 participants. This racial distribution highlights the cultural diversity represented within the sample.

Figures 4.3.3

Bar Chart of Participants' Race



Note. The bar chart illustrates the distribution of participants by race, highlighting that Chinese and Malay students were the most represented groups. The chart visually emphasizes the larger proportion of Chinese participants compared to other racial groups, with smaller bars representing Indian and Kadazan participants.

As illustrated in Table 4.3.3 and Figure 4.3.3, the racial distribution of the participants reflects the multicultural nature of the undergraduate student population at UNIMAS. The largest racial group in the study was Chinese, with 135 participants representing 37.4% of the total sample. This was followed by Malay students, who accounted for 117 participants or 32.4%. The Iban group included 60 participants, making up 16.6% of the sample. Indian students contributed 31 participants, representing 8.6%, while the Kadazan group was the smallest, with 18 participants or 5.0%. This diverse racial composition enhances the inclusivity and representativeness of the study findings.

4.3.4 Year of Study

Table 4.3.4

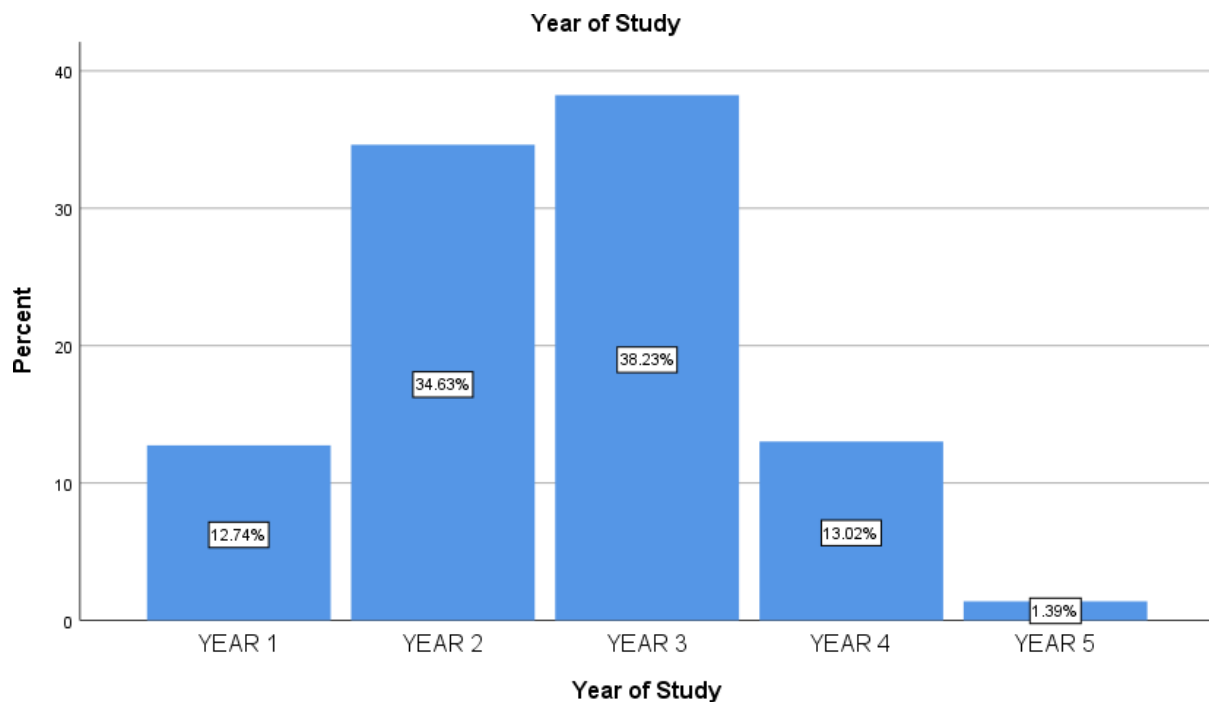
Frequency and Percentages of Participants' Year of Study

Year of Study				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	YEAR 1	46	12.7	12.7	12.7
	YEAR 2	125	34.6	34.6	47.4
	YEAR 3	138	38.2	38.2	85.6
	YEAR 4	47	13.0	13.0	98.6
	YEAR 5	5	1.4	1.4	100.0
	Total	361	100.0	100.0	

Note. This table presents the distribution of participants based on their year of study. The highest number of participants were from Year 3 with 138 students, followed by 125 students from Year 2. Year 4 and Year 1 had 47 and 46 participants respectively, while the fewest participants were from Year 5, totaling 5 students.

Figure 4.3.4

Bar chart of Participants' Year of Study



Note. The bar chart visually displays the year of study among participants. Year 3 is represented by the tallest bar, indicating the largest group of participants. This is followed by Year 2. Smaller bars represent Year 1 and Year 4, while Year 5 shows the lowest participation.

As presented in Table 4.3.4 and Figure 4.3.4, the participants in this study came from various academic years. The highest number of participants were from Year 3, with a total of 138 students, which represents 38.2% of the sample. This was followed by 125 students from Year 2, accounting for 34.6%. Participants from Year 4 and Year 1 were fairly similar in number, with 47 students representing 13.0% and 46 students representing 12.7% respectively. The smallest group consisted of Year 5 students, with only 5 participants, making up 1.4% of the total sample. This distribution shows a strong representation from students in their middle years of study, particularly Year 2 and Year 3.

4.3.5 Faculty

Table 4.3.5

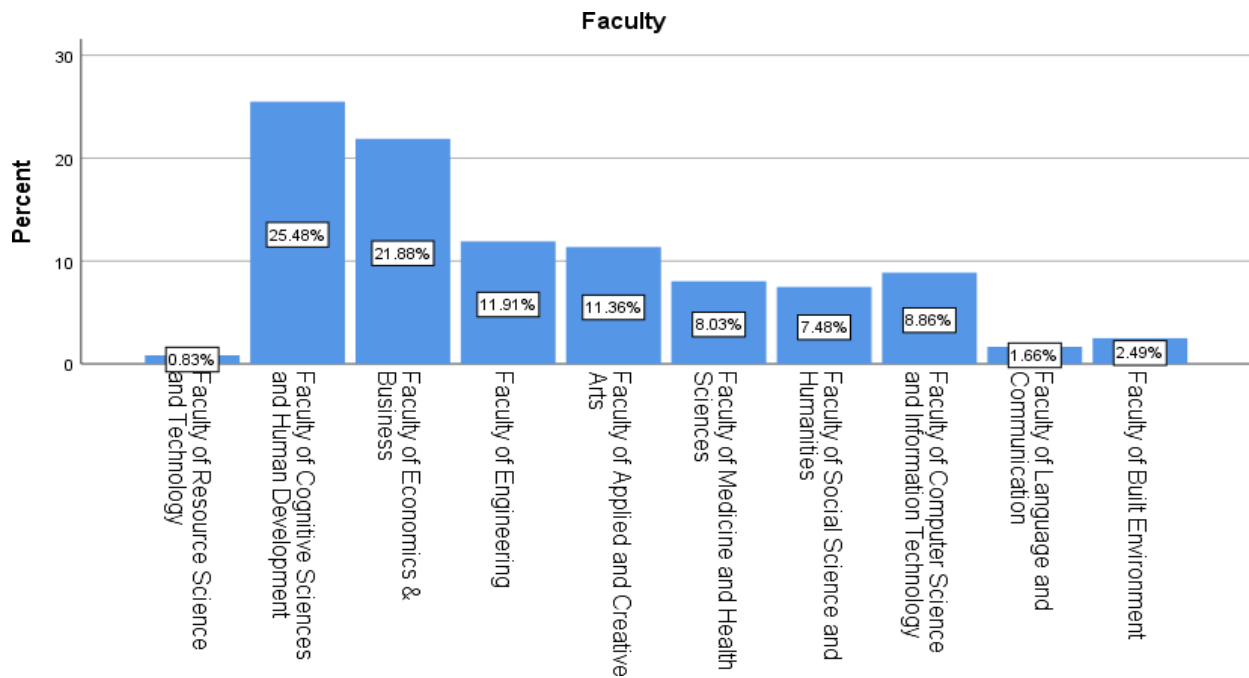
Frequency and Percentage of Participants' Faculty

Faculty		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Faculty of Resource Science and Technology	3	.8	.8	.8
	Faculty of Cognitive Sciences and Human Development	92	25.5	25.5	26.3
	Faculty of Economics & Business	79	21.9	21.9	48.2
	Faculty of Engineering	43	11.9	11.9	60.1
	Faculty of Applied and Creative Arts	41	11.4	11.4	71.5
	Faculty of Medicine and Health Sciences	29	8.0	8.0	79.5
	Faculty of Social Science and Humanities	27	7.5	7.5	87.0
	Faculty of Computer Science and Information Technology	32	8.9	8.9	95.8
	Faculty of Language and Communication	6	1.7	1.7	97.5
	Faculty of Built Environment	9	2.5	2.5	100.0
	Total	361	100.0	100.0	

Note. This table shows the distribution of participants across the ten faculties at UNIMAS. The Faculty of Cognitive Sciences and Human Development had the highest number of participants, followed by the Faculties of Economics and Business, Engineering, and Applied and Creative Arts. The remaining faculties had fewer participants, with the smallest numbers from Language and Communication, Built Environment, and Resource Science and Technology.

Figure 4.3.5

Bar Chart of Participants' Faculty



Note. The bar chart illustrates the variation in faculty representation among the participants. It shows a higher concentration of students from social science-related faculties, while technical and specialized faculties had comparatively fewer respondents. This distribution provides insight into the academic backgrounds of the sample.

As shown in Table 4.3.5 and Figure 4.3.5, the participants in this study were drawn from ten different faculties at UNIMAS. The Faculty of Cognitive Sciences and Human Development contributed the highest number of participants with 92 students, accounting for 25.5% of the total sample. This was followed by 79 students or 21.9% from the Faculty of Economics and Business, and 43 students or 11.9% from the Faculty of Engineering. The Faculty of Applied and Creative Arts had 41 students, representing 11.4% of the sample.

The Faculty of Computer Science and Information Technology contributed 32 students or

8.9%, while the Faculty of Medicine and Health Sciences included 29 students or 8.0%. The Faculty of Social Sciences and Humanities had 27 students, making up 7.5% of the sample. Smaller representations were recorded from the Faculty of Built Environment with 9 students or 2.5%, the Faculty of Language and Communication with 6 students or 1.7%, and the Faculty of Resource Science and Technology with only 3 students or 0.8%.

Therefore, this distribution reflects a strong presence from faculties in the social sciences and business fields, while participation from technical and science-based faculties was comparatively lower.

In summary, the demographic analysis of the 361 respondents shows a well-balanced distribution across gender and age, with a notably diverse racial composition and broad faculty representation. These insights are valuable for understanding the background of the student population and can inform future academic and support service planning.

4.4 Inferential Statistical

4.4.1 Overall Mean and Standard Deviation

Table 4.4.1.1

Descriptive Statistics of Time Management Questionnaire (TMQ)

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Overall Mean_TMQ	361	2.00	5.00	3.7659	.41946
Valid N (listwise)	361				

Note. This table presents the minimum, maximum, mean, and standard deviation of scores for the Time Management Questionnaire (TMQ) among the 361 participants.

According to Table 4.4.1.1, the descriptive statistics table indicates that the average score for the Time Management Questionnaire (TMQ) is 3.767. The standard deviation for responses to the TMQ is 0.419. These results suggest that participants generally reported moderately high time management abilities, with a consistent pattern across responses.

Table 4.4.1.2

Descriptive Statistics of Warwick-Edinburgh Mental Well-Being Scale (WEMWBS)

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Overall Mean_WEMWBS	361	1.21	5.00	3.7926	.57326
Valid N (listwise)	361				

Note. This table presents the minimum, maximum, mean, and standard deviation for participants' scores on the Warwick-Edinburgh Mental Well-Being Scale (WEMWBS). A total of 361 valid responses were recorded.

According to Table 4.4.1.2, the descriptive statistics table indicates that the average score for the Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) is 3.793, suggesting that participants generally reported a moderately high level of emotional well-being. The standard deviation for responses to the WEMWBS is 0.573, indicating a relatively consistent pattern of responses among the participants, with scores ranging from 1.21 to 5.00.

4.4.2 Gender Differences in Time Management Skills

Objective 1: To investigate the differences in time management skills and emotional well-being across gender among undergraduate students.

To address this, the following hypotheses were tested:

Alternative Hypothesis (H₁): There is a significant difference in time management skills in terms of gender.

An Independent Sample T-Test was conducted to determine whether there were statistically significant differences in time management skills between male and female undergraduate students, and the results are summarized in Table 4.4.2.1.

Table 4.4.2.1

Independent Sample T-Test for Time Management Questionnaire (TMQ) Based on Gender

Group Statistics										
		Gender	N	Mean	Std. Deviation	Std. Error Mean				
OverallMean_TMQ		MALE	186	3.7922	.42401	.03109				
		FEMALE	175	3.7380	.41396	.03129				

Independent Samples Test										
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
OverallMean_TMQ	Equal variances assumed	.942	.332	1.228	359	.220	.05420	.04414	-.03261	.14102
	Equal variances not assumed			1.229	358.505	.220	.05420	.04411	-.03254	.14095

Note. This table presents the results of an Independent Samples T-test conducted to examine differences in Time Management Questionnaire (TMQ) scores between male and female participants. The assumption of equal variances was tested using Levene's Test.

For Levene's Test for Equality of Variances, p -value is 0.332, which is greater than 0.05 ($p > 0.05$). This indicates that we have enough evidence we fail to reject the null hypothesis (H_0). Therefore, we take the row of equal variances assumed.

An Independent Sample T-test was conducted to compare time management between females and male respondents. The results shown that male respondents ($M=3.792$, $SD=0.424$) and female respondents ($M=3.738$, $SD=0.414$), conditions, $t(359) = 1.228$, $p=0.220$.

Since the p -value is higher than 0.05, we fail to reject the null hypothesis. Therefore, it can be concluded that there is not significant difference in time management between male and female participants.

4.4.2.1 Discussion

These findings indicate that there is no significant difference in time management skills between male and female respondents. This conclusion is supported by the Independent Sample T-test result, $t(359) = 1.228$, $p = 0.220$, which exceeds the significance level of 0.05. Additionally, Levene's Test for Equality of Variances yielded a p -value of 0.332, indicating that the assumption of equal variances was met.

Although the mean score for male respondents ($M = 3.792$, $SD = 0.424$) was slightly higher than that of female respondents ($M = 3.738$, $SD = 0.414$), the difference was not statistically significant. This suggests that both male and female participants in the study possess relatively similar levels of time management skills.

These findings suggest that, within the sample of undergraduate students at UNIMAS, gender does not appear to be a major factor influencing time management skills. Both male and female students demonstrated similar levels of competence in managing their time effectively. This could reflect a shared academic environment and similar academic pressure that encourage all students, regardless of gender, to adopt effective time management strategies.

Alternatively, the absence of a considerable difference in the time management skills of

male and female students may indicate that the traditional stereotypes regarding gender roles, such as women being more adept at organizing and multitasking, while men being averse to planning and structure, do not apply in this academic setting (Heilman et al., 2023). The students' relatively similar outcomes in time management suggest that the respondents may have been using relevant out-of-date stereotypes or oversimplifications related to gender. Females and males, as students, may have encountered the same socio-educational frameworks that shaped their expectations toward time management.

According to Bhatia et al. (2021), social role theory posits that gender stereotypes arise from consistent observation of men and women in traditional roles, which over time lead to generalized assumptions about abilities and behaviors. In contrast, the present findings support the notion that time management skills are more likely shaped by individual academic demands and personal effort than by socially constructed gender expectations. Thus, these results reinforce the idea that effective time management is a learned and practiced competency not inherently tied to gender.

The results are also consistent with the conceptual framework, which emphasizes time management skill-based elements like planning and prioritization over demographic characteristics, is similarly in line with these findings. Besides, they bolster the Self-Regulation Theory by demonstrating that internal self-regulation process have a greater impact on time management than gender-based distinction.

In conclusion, the findings indicate that gender does not significantly influence time management skills among UNIMAS undergraduate students. Both male and female students demonstrated comparable levels of time management, suggesting that individual effort and academic demands play a more critical role than gender in shaping these skills.

4.4.3 Emotional Well-Being Across Academic Years

Objective 2: To investigate the differences in time management skills and emotional well-being across academic years among undergraduate students.

To address this, the following hypotheses were tested:

Alternative Hypothesis (H₁): There is a significant difference in emotional well-being across difference academic years among undergraduate students.

A One-Way Anova was employed to determine whether there are statistically significant differences in emotional well-being among undergraduate students in different academic years. The results of this analysis are presented in the table below.

Table 4.4.3.1

Test of Homogeneity Of Variances for Emotional Well-Being

Test of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
OverallMean_WEMW BS	Based on Mean	2.573	4	356	.038
	Based on Median	1.578	4	356	.180
	Based on Median and with adjusted df	1.578	4	318.393	.180
	Based on trimmed mean	2.054	4	356	.086

Note. This table displays the results of Levene's Test for Homogeneity of Variances for the Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) scores across different groups like academic year.

According to Table 4.4.3.1, from the test of Homogeneity of variances, $p\text{-value} = 0.038 < 0.05$, therefore variances are not homogeneous, and it shown that Anova table cannot be used because the assumption is fulfilled.

Table 4.4.3.2

ANOVA Test Results for Emotional Well-Being of Students Across Year 1, 2,3, 4 And Year 5 Undergraduate Students

ANOVA					
Overall Mean_ WEMWBS					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.965	4	.491	1.503	.201
Within Groups	116.339	356	.327		
Total	118.304	360			

Note. This table displays the results of a one-way ANOVA conducted to compare emotional well-being scores (WEMWBS) among undergraduate students across five academic years.

A one-way ANOVA was conducted to compare emotional well-being scores, as measured by the WEMWBS across five different years of study, which are Year 1, Year 2, Year 3, Year 4, and Year 5. The analysis revealed no statistically significant difference in emotional well-being scores among the groups, $F(4, 356) = 1.503$, $p = 0.201$. Since the p-value is greater than the significance level of 0.05, we fail to reject the null hypothesis. This indicates that the year of study does not significantly affect emotional well-being among the undergraduate students in this sample.

Table 4.4.3.3*Multiple Comparisons between Year 1, Year 2, Year 3, Year 4 and Year 5 Undergraduate Students*

Multiple Comparisons

Dependent Variable: OverallMean_WEMWBS

Tukey HSD

(I) Year of Study	(J) Year of Study	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
YEAR 1	YEAR 2	.14668	.09858	.571	-.1236	.4170
	YEAR 3	.13354	.09733	.646	-.1333	.4004
	YEAR 4	.21865	.11856	.350	-.1064	.5437
	YEAR 5	-.26646	.26919	.860	-1.0045	.4716
YEAR 2	YEAR 1	-.14668	.09858	.571	-.4170	.1236
	YEAR 3	-.01314	.07059	1.000	-.2067	.1804
	YEAR 4	.07196	.09781	.948	-.1962	.3401
	YEAR 5	-.41314	.26072	.508	-1.1280	.3017
YEAR 3	YEAR 1	-.13354	.09733	.646	-.4004	.1333
	YEAR 2	.01314	.07059	1.000	-.1804	.2067
	YEAR 4	.08511	.09655	.904	-.1796	.3498
	YEAR 5	-.40000	.26024	.539	-1.1135	.3135
YEAR 4	YEAR 1	-.21865	.11856	.350	-.5437	.1064
	YEAR 2	-.07196	.09781	.948	-.3401	.1962
	YEAR 3	-.08511	.09655	.904	-.3498	.1796
	YEAR 5	-.48511	.26891	.373	-1.2224	.2522
YEAR 5	YEAR 1	.26646	.26919	.860	-.4716	1.0045
	YEAR 2	.41314	.26072	.508	-.3017	1.1280
	YEAR 3	.40000	.26024	.539	-.3135	1.1135
	YEAR 4	.48511	.26891	.373	-.2522	1.2224

Note. This table shows the results of Tukey's Honestly Significant Difference (HSD) post-hoc test, comparing the mean emotional well-being scores (WEMWBS) between different academic years. The comparisons indicate whether the differences in mean scores between each pair of year groups are statistically significant.

A one-way ANOVA was conducted to compare the emotional well-being scores across five different years of study, namely Year 1, Year 2, Year 3, Year 4, and Year 5. The analysis revealed no significant difference in emotional well-being scores between the years at the $p < 0.05$ level.

Post hoc comparisons using the Tukey HSD test showed that none of the pairwise comparisons between years were statistically significant. For example, the comparison between Year 1 and Year 2 yielded a p-value of 0.571, and the comparison between Year 1 and Year 5 yielded a p-value of 0.860, indicating no significant differences. Similarly, the comparisons

between Year 2 and Year 5 with a p-value of 0.508, Year 3 and Year 5 with a p-value of 0.539, and Year 4 and Year 5 with a p-value of 0.373 also showed no significant differences.

Overall, the findings suggest that emotional well-being scores did not significantly differ across the different years of study.

4.4.3.1 Discussion

The results of the one-way ANOVA analysis revealed that there is no significant difference in emotional well-being across academic years among undergraduate students, as indicated by $F(4, 356) = 1.503, p = 0.201$. Since the p value exceeds the significance level of 0.05, we fail to reject the null hypothesis. This suggests that students' emotional well-being does not significantly vary based on whether they are in Year 1, Year 2, Year 3, Year 4 and Year 5.

In addition, the test of homogeneity of variances yielded a p value of 0.038, indicating that the assumption of equal variances was violated. While this may affect the robustness of the ANOVA results, the analysis was cautiously interpreted, and additional post hoc comparisons using the Tukey HSD test supported the overall conclusion that there were no significant pairwise differences in emotional well-being between any two academic years.

These findings indicate that the progression of the academic year does not considerably affect students' emotional well-being at UNIMAS. This could be because of several factors. First, students of all years may face similar levels of academic burdens, personal obligations, and social interactions which help in maintaining their emotional well-being. In addition, support systems like peer support groups, student welfare organizations, and mental health services offered by the institution might fall under all academic levels which help in emotional stability irrespective of year (Chen, 2023).

Furthermore, the absence of appreciable differences may indicate a more adaptable student population who learn to cope with academic pressures over time after having been exposed to university life earlier, allowing them to balance their emotions throughout their studies (Tasneem & Panwar, 2022). These results counter the widespread assumption that emotional exhaustion

tends to increase as a student advance through the years due to increased workload in later years. Instead, it puts forth the possibility that emotional wellness may be affected more by self-coping mechanisms, sociable assistance, and institutional aid than by academic year.

These findings are related to the framework which underscores that emotional well-being is not directly shaped by the academic year but the individual's management of tasks, goals, and responsibilities. As such, this supports the notion that internal self-management skills rather than external year-level differences account for emotional stability.

In conclusion, the results of this study indicate that emotional well-being is relatively stable across academic years among undergraduate students. This points to the need for emotional support strategies that are universally accessible to all students, rather than being tailored solely by academic level.

4.4.4 Relationship between Time Management Skills and Emotional Well-Being

Objective 3: To investigate the effect of time management skills on emotional well-being among undergraduate students.

To address this, the following hypotheses were tested:

Alternative Hypothesis (H₁): There is a significant relationship between time management skills and emotional well-being among undergraduate students.

Before conducting the correlation analysis, a normality test was performed to determine whether the data for time management skills and emotional well-being were normally distributed. This step is crucial to select the appropriate correlation test (either Pearson's or Spearman's).

Table 4.4.4.1

Test of Normality of Overall Mean of Time Management Questionnaire (TMQ) and Warwick-Edinburgh Mental Well-Being Scale (WEMWBS)

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
OverallMean_TMQ	.106	361	.000	.934	361	.000
OverallMean_WEMWBS	.188	361	.000	.893	361	.000

a. Lilliefors Significance Correction

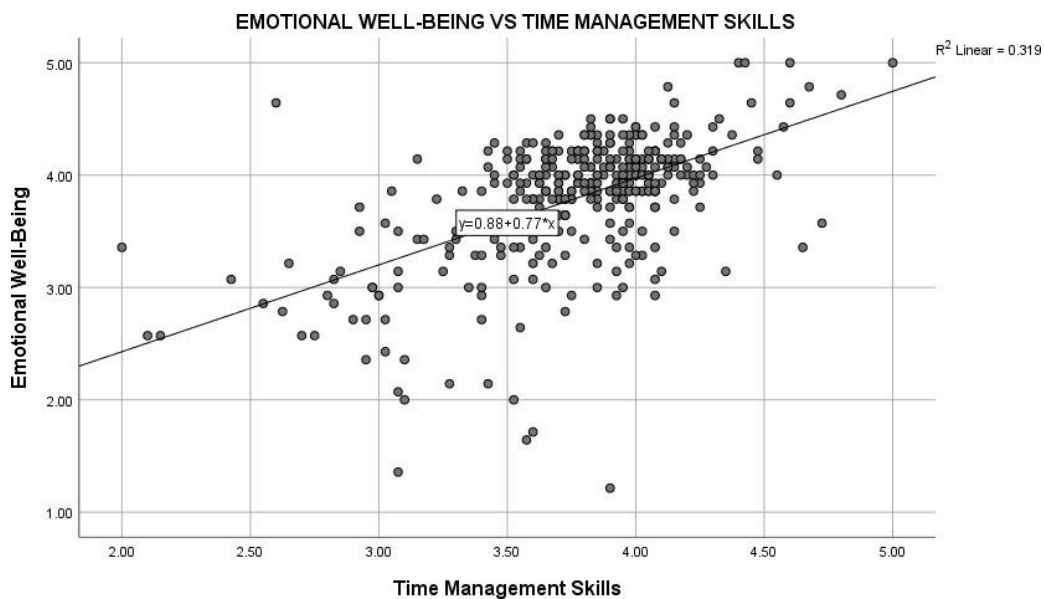
Note. The results of the Kolmogorov-Smirnov and Shapiro-Wilk tests indicate that the data for both the Overall Mean of the Time Management Questionnaire (TMQ) and the Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) are not normally distributed. The Lilliefors Significance Correction was applied for the Kolmogorov-Smirnov test.

A normality test was conducted to determine the distribution of the dataset. The results from the Kolmogorov-Smirnov test showed that the data for both the Time Management Questionnaire (TMQ) and the Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) were not normally

distributed, as both p-values were 0.000 ($p < 0.05$). Due to the violation of the normality assumption, a non-parametric test, Spearman's Rho correlation, was used instead of Pearson's correlation. Spearman's Rho is suitable for assessing monotonic relationships when normality cannot be assumed.

Figure 4.4.4.1

Emotional Well-Being VS Time Management Skills



Note. This scatter plot illustrates the relationship between emotional well-being and time management skills among the participants. The linear trend line indicates a positive correlation, with the coefficient of determination $R^2=0.319$, suggesting a moderate relationship between the two variables.

As shown in Figure 4.4.4.2, there is a moderate positive linear relationship between emotional well-being and time management skills. This means that students who reported better time management skills also tended to report higher levels of emotional well-being. The R^2 value of 0.319 indicates that approximately 31.9% of the variance in emotional well-being can be explained by time management skills. This finding supports the idea that effective time

management may play a meaningful role in promoting students' emotional well-being.

Table 4.4.4.2

Spearman's Rho Correlation between Time Management Questionnaire (TMQ) and Warwick-Edinburgh Mental Well-Being Scale (WEMWBS)

Correlations			OverallMean_TMQ	OverallMean_WEMWBS
Spearman's rho	OverallMean_TMQ	Correlation Coefficient	1.000	.487**
		Sig. (2-tailed)	.	.000
		N	361	361
	OverallMean_WEMWBS	Correlation Coefficient	.487**	1.000
		Sig. (2-tailed)	.000	.
		N	361	361

** Correlation is significant at the 0.01 level (2-tailed).

Note. This table presents Spearman's Rho correlation analysis between time management skills and emotional well-being. A double asterisk (**) indicates that the correlation is statistically significant at the 0.01 level (2-tailed).

A Spearman's Rho correlation was computed to assess the linear relationship between time management skills and emotional well-being among undergraduate students. A moderate and positive correlation between time management skills and emotional well-being among undergraduate students was statistically significant ($r=0.487$, $n=361$, $p<0.000$). Since $p<0.05$, we have enough evidence to reject the null hypothesis. Hence, there is a significant relationship between time management skills and emotional well-being among undergraduate students. In conclusion, the increase in time management skills was correlated with the increase in emotional well-being among undergraduate students.

4.4.4.1 Discussion

The results of Spearman's Rho correlation analysis revealed a moderate, positive and statistically significant relationship between time management skills and emotional well-being among undergraduate students ($r=0.487$, $n=361$, $p<0.000$). Since the p-value is less than 0.05, we reject the null hypothesis. This indicates that higher levels of time management skills are associated with higher levels of emotional well-being. In other words, students who manage their time more effectively tend to experience better emotional well-being.

According to this finding, students who are more adept at managing their time are also more likely to report feeling emotionally well. A sense of control and success, a reduction in academic stress and anxiety, and the ability to schedule leisure and relaxation time are all benefits of effective time management that can improve emotional well-being. These results are also consistent by discovered that students who use efficient time management skills report feeling less stressed and having better emotional well-being.

The moderate strength of the correlation also implies that while time management is a relevant factor contributing to emotional well-being, it is not the sole determinant (Au et al., 2023). Emotional well-being is influenced by various elements including social support, coping strategies, personal resilience, and academic satisfaction. Nonetheless, the data clearly indicates that time management is a key contributing factor within the broader framework of students' mental health and well-being.

Other than that, these findings are supported by both the theoretical and conceptual frameworks. According to the conceptual frameworks, important factors that influence emotional results include planning, procrastination management, and task prioritization. Self-Regulation Theory, which contends that goal setting, self-monitoring, and behavioral modification help individuals cope with emotional and academic difficulties, lend more confidence to this. As a result, students who are good at managing their time probably learn self-control to reduce emotional stress.

Furthermore, the use of Spearman's Rho, a non-parametric test, was appropriate given the non-normal distribution of the data, as confirmed by the Kolmogorov-Smirnov test. This strengthens the reliability of the results, as the test measures monotonic relationships without assuming normality.

In conclusion, these findings highlight the importance of fostering time management skills among undergraduate students as part of university mental health and academic support initiatives. By equipping students with the ability to plan, prioritize, and manage their time effectively, interventions such as workshops, counselling programs, or time management modules could play a meaningful role in improving students' ability to cope with academic and personal pressure, thereby enhancing their overall emotional well-being.

4.5 Summary

This chapter presented the findings and discussion based on data from 361 UNIMAS undergraduate students, analyzed through descriptive and inferential statistics. Reliability analysis showed high internal consistency for both the Time Management Questionnaire (TMQ) $p = 0.889$ and the Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) $p = 0.838$. After data cleaning, the demographic analysis revealed a balanced gender distribution, with most respondents aged 22–25, predominantly Chinese and Malay, and mainly from Year 2 and Year 3. Descriptive statistics indicated moderate-to-high levels of time management and emotional well-being. Independent Samples T-test results showed no significant gender differences in time management, while one-way ANOVA tested emotional well-being across academic years. Overall, the findings provide valuable insights into students' time management and emotional well-being, informing the development of target supported strategies.

Table 4.5*Summary of Hypothesis Testing Results*

Hypothesis	Statistical test	Result	Decision
H ₁₁ : There is a significant difference in time management skills in terms of gender.	Independent Samples T-test	p=0.220, p> 0.05	Rejected
H ₁₂ : There is a significant difference in emotional well-being across academic years among undergraduate students.	One-Way ANOVA	p=0.201, p> 0.05	Rejected
H ₁₃ : There is a significant relationship between time management skills and emotional well-being among undergraduate students.	Spearman's Rho correlation	p=0.000, p< 0.05	Accepted

Note. H₁₁ and H₁₂ were rejected as the p-values were greater than 0.05, indicating no statistically significant differences. H₁₃ was accepted, showing a moderate positive correlation between time management skills and emotional well-being. Statistical significance was determined at the 0.05 level.

CHAPTER 5

DISCUSSION, CONCLUSIONS AND RECOMMENDATION

5.0 Introduction

This chapter presents the discussion of research findings in relation to the research objectives and previous literature. It also outlined the conclusions drawn from the study and offers practical recommendations based on the results. The chapter concluded with suggestions for future research.

5.1 Discussion

This section discusses research finding in relation to objectives, theories, and literature review. The main aim of this study was to examine time management skills and emotional well-being among UNIMAS undergraduate students. The Self-Regulation Theory served as the foundation for understanding how students manage their time and emotions during their academic journey. The findings are discussed below based on each research objective.

5.1.1 Gender Differences in Time Management Skills

The analysis revealed no significant difference in time management skills between male and female undergraduate students at UNIMAS, as evidenced by the Independent Samples T-test result, $t(359) = 1.228, p = 0.220$. This finding suggests that gender does not play a significant role in determining time management behaviors among the participants of this study.

This finding is consistent with the Self-Regulation Theory, which highlights that an individual's capability for self-regulation has a greater impact on behavior planning, monitoring, and regulation than demographic characteristics like gender. In this situation, it is possible that male and female students have similar degrees of self-regulation skills, which enable them to handle their academic obligations similarly well.

The current findings are consistent with research by Agormedah et al. (2021), which reported no significant gender differences in time management among college students in Ghana.

They argued that similar academic demands and institutional support may lead both genders to develop equal time management practices. This appears to be the case for UNIMAS students as well, possibly due to equal access to academic resources and a shared academic environment.

However, the result contrasts with studies such as Sultana and Shakur (2022) and Jamrus and Saman (2021), which found that female students tend to exhibit superior time management, especially in setting goals and prioritizing tasks. These studies often attribute the difference to gender-based behavioral norms and societal expectations. The discrepancy between this study and those earlier findings may be due to contextual factors, such as institutional culture, demographic differences, or changing perceptions of academic responsibility among male students.

This finding also indicates a possible shift in student behavior patterns, where male students are becoming more proactive and disciplined in managing their time, potentially reflecting greater awareness of academic pressures and the need for better organization.

Overall, these findings support the notion that time management is a skill that can be nurtured across genders through targeted interventions and academic support systems. It reinforces the idea that educational programs focused on time management, such as self-regulation workshops, should be inclusive and gender-neutral, emphasizing skill development for all students regardless of demographic background.

Therefore, future research could explore gender differences further by considering other moderating variables such as academic discipline, personal motivation, or exposure to training programs. A qualitative approach may also help uncover gender-specific challenges or strategies that are not captured in quantitative data.

5.1.2 Variations in Emotional Well-Being Across Academic Years

This study sought to examine whether emotional well-being varied significantly across academic years among undergraduate students. Based on the findings of the one-way ANOVA analysis, no statistically significant differences were observed in emotional well-being scores across Year 1 to Year 5 students, $F(4, 356) = 1.503$, $p = 0.201$. Thus, the null hypothesis was not

rejected. Despite the violation of the homogeneity of variances assumption as Levene's Test $p=0.038$, the results were interpreted with caution and supported by consistent outcomes in post hoc analyses, where no pairwise comparisons yielded significant differences.

This finding is partially supported by literature in Chapter 2, which provides mixed results regarding changes in emotional well-being across academic years. For instance, Liu, Ping, and Gao (2019) reported that emotional well-being tends to fluctuate across academic years, with students typically experiencing higher stress in their first and final years due to transition and career-related pressures, respectively. However, they also noted improvements in emotional well-being during the intermediate years as students adjust and build support systems. The absence of significant differences in the present study could indicate that these fluctuations were not substantial enough to reach statistical significance or that students have access to similar levels of support and coping strategies throughout their academic journey.

Furthermore, it can be also supported by the findings of Park et al. (2023) in the literature review Chapter 2, also emphasized that emotional well-being is shaped by both internal and external factors, such as resilience, time management, and social connectedness. If these protective factors are relatively consistent across students in all academic years, they may contribute to maintaining stable levels of emotional well-being. Additionally, the increasing availability of institutional support and mental health awareness across university settings may have helped mitigate the negative impacts of academic stressors for students at different levels.

The present findings also align with the notion that emotional well-being is not solely determined by academic year or standing. As highlighted in the study by Năstășa et al., forestry students with stronger academic performance reported greater engagement and a sense of accomplishment, and experienced fewer negative emotions related to academic evaluations. Furthermore, female students and those who completed a full ECTS load in their first year were found to manage emotions more effectively, had lower intentions to drop out, perceived fewer barriers to academic success, and generally had higher academic expectations compared to their admission GPA. These findings underscore the role of academic performance, emotional

intelligence, and resilience in shaping emotional well-being.

Last but not least, future research should consider including additional variables such as academic performance, part-time work, living conditions, and levels of social support. These factors may exert a more direct influence on emotional well-being than academic year alone. Accounting for them may reveal more nuanced and meaningful trends in how students' emotional well-being is shaped throughout their academic journey.

5.1.3 The Relationship Between Time Management Skills and Emotional Well-Being

The results of Spearman's Rho correlation analysis revealed a moderate, positive and statistically significant relationship between time management skills and emotional well-being among undergraduate students ($r=0.487$, $n=361$, $p<0.000$). Since the p-value is less than 0.05, we reject the null hypothesis. This indicate that higher levels of time management skills are associated with higher levels of emotional well-being. In other words, students who manage their time more effectively tend to experience better emotional well-being.

This finding is strongly supported by existing literature. For example, Osin and Boniwell (2024) found that effective time management, particularly behaviors such as goal-setting and maintain structured routines, was positively linked to overall life satisfaction and reduced stress. Their study emphasized that students with a strong future time perspective tend to manage their time more purposefully, which enhances emotional well-being.

Other than that, the current findings are also consistent with the result of Lovin and Bernardear-Moreau (2022), reported that university students also struggle with time management are more likely to experience heightened stress and anxiety, which negatively impact emotional well-being. Conversely, those who demonstrate strong time management abilities, such as prioritizing tasks and maintaining a consistent schedule, tend to experience lower stress levels and greater emotional stability.

Furthermore, the present findings highlight how useful it is to include time management instruction in academic and student wellbeing initiatives. Universities might gain from providing

organized workshops or modules that teach efficient time management techniques since emotional well-being is connected to both academic perseverance and performance as well as personal fulfillment. By doing this, it might be possible to give students resources that improve their emotional well-being and academic performance at the same time.

In conclusion, these findings suggest that time management skills play a significant role in supporting emotional well-being. Therefore, future research should explore how the relationship between time management skill and emotional well-being changes over time, including factors like stress, resilience, and academic performance. Studies can also evaluate the effectiveness of time management training programs and compare findings across cultures or academic fields. This would help improve targeted counselling and mental health support for undergraduate students.

5.1.4 Significance and Implication of The Study

This study makes a substantial contribution to our knowledge of the relationship between time management skills and emotional well-being among Malaysian university students, especially those attending UNIMAS. The research emphasized the psychological mechanisms that underlie students' behavior in handling emotional and academic difficulties by employing Self-Regulation Theory as a guiding framework.

In terms of theory, the results support the relevance of Self-Regulation Theory in the context of higher learning. It demonstrates how important internal self-regulation skills like time management, goal-setting, and emotional control are for both emotional and intellectual success.

Other than that, in terms of practical implications, the study gives institutions a solid basis on which to build time management-focused treatments aimed at improving students' mental health (Saputra et al., 2021). Counselling units, orientation programs, and academic support services, for instance, can create evidence-based initiatives to improve self-regulation abilities.

According to the findings, including time management and emotional well-being modules in the university curriculum may result in students who are more resilient and achieve better results. Through the promotion of both academic proficiency and psychological well-being, the findings support institutional commitment to holistic student development (Abulfaraj et al., 2024).

Last but not least, this study can help direct future research to investigate moderating factors like academic discipline, socioeconomic background, or individual drive. It might also provide as a starting point for other Malaysian universities or regional educational establishments to create culturally sensitive student assistance systems.

5.2 Recommendations

Based on the findings and discussion presented in this study, several practical, theoretical, and future-oriented recommendations are proposed. These are aimed at enhancing time management skills and emotional well-being among undergraduate students at UNIMAS and potentially other higher education institutions.

5.2.1 Time Management Workshops

It is recommended that UNIMAS implement structured, research-based time management workshops targeting undergraduate students across all academic years. While early intervention for first-year students is crucial, supporting students at every stage of their academic journey is equally important to address their evolving time management needs and emotional well-being.

5.2.1.1 Short-Term Impact

In the short term, these workshops can provide immediate benefits by improving students' attitudes toward time management, reducing procrastination, and enhancing academic outcomes. According to Wilson et al. (2021), even brief and focused interventions, such as five one-hour sessions, can significantly enhance students' perceptions of time management, reduce failure rates, and lead to better academic performance.

The design of these workshops should incorporate tiered content tailored to the specific

needs and developmental stages of students across different academic years. For first-year students, the workshops can introduce foundational topics such as setting realistic academic goals, developing effective study schedules, and navigating the transition to university life (Malau-Aduli et al., 2021). These areas are particularly crucial as students adjust to increased autonomy and academic expectations.

Second-year students may benefit more from intermediate-level strategies that emphasize refining task prioritization, maintaining motivation throughout the semester, and effectively balancing academic responsibilities with involvement in co-curricular or organizational activities. These skills are essential as students begin to take on broader commitments within and outside the classroom.

Students in their third and final years often face more complex academic demands, including managing research projects, preparing for internships, and planning for their future careers (Lavoie-Tremblay et al., 2022). Therefore, they require advanced techniques to manage procrastination, juggle multiple deadlines, and sustain emotional stability during periods of intense pressure. Strategies such as breaking large tasks into smaller, manageable parts, using time-blocking methods, and creating flexible but structured plans are especially helpful at this stage.

Across all levels, core topics in the workshops should include goal setting, task prioritization, and distinguishing between urgent and important tasks. It is also vital to address common procrastination triggers, such as fear of failure, perfectionism, or low motivation (Murphy et al., 2022). Practical techniques such as implementing self-reward systems, applying the Pomodoro technique, and setting micro-goals can help students develop healthier study habits (Pedersen et al., 2024). Additionally, introducing tools like digital planners and time tracking apps like “Toggl Track” and “Clockify Time Tracker” can increase students’ self-awareness and accountability in managing their daily schedules.

5.2.1.2 Long-Term Impact

In the long term, embedding time management workshops into student development initiatives across all academic years will create a sustainable institutional framework. By offering progressive, developmentally appropriate training throughout a student's academic career, UNIMAS can promote lasting academic resilience and emotional well-being.

Students who are consistently supported in strengthening their time management skills are more likely to experience reduced academic burnout, better stress regulation, and improved academic performance throughout their studies and beyond (Abdulrahman, 2022).

Moreover, this long-term approach aligns with theoretical models such as Self-Regulated Learning Theory, reinforcing UNIMAS's commitment to holistic student development. Institutionalizing these workshops demonstrates a proactive investment in students' long-term success, equipping them with lifelong skills to navigate academic, professional, and personal challenges.

5.2.2 Self-Regulation Theory in Counselling Field

It is recommended that a structured counselling module grounded in Self-Regulation Theory be developed and adopted within the counselling field, particularly in university settings. Its application can enrich both professional practice and the training of future counsellors, particularly in addressing issues related to academic stress, time management difficulties, and emotional dysregulation among clients.

5.2.2.1 Application in Counselling Practice

Implementing a self-regulation-based module equips practicing counsellors with a clear, evidence-informed structure to guide their interventions. This approach enables counsellors to go beyond addressing surface-level or immediate problems and instead focus on nurturing clients' core skills such as self-awareness, emotional regulation, and goal-directed behavior (Ran et al., 2023). The module typically includes strategies like goal setting, self-monitoring, emotion

regulation techniques, impulse control training, and reflective exercises, all of which are grounded in Self-Regulation Theory.

Importantly, this module can be effectively integrated with established counselling theories to strengthen the depth and relevance of therapeutic interventions. For instance, when combined with Cognitive Behavioral Therapy (CBT), self-regulation strategies can complement cognitive restructuring by helping clients monitor negative thought patterns and actively track changes in their behavior and emotional responses (Barton et al., 2023). Techniques such as thought journals and progress tracking align naturally with CBT's emphasis on self-awareness and measurable change.

Therefore, by combining the humanistic values and relational focus of counselling theories with the structured, skills-based approach of Self-Regulation Theory, counsellors can deliver more comprehensive and adaptable interventions. This integrative framework enhances client outcomes by supporting both emotional insight and behavioral change, and it strengthens the counsellor's role as a facilitator of long-term psychological growth and functional independence.

5.2.2.2 Contribution to Counselling Profession

The implementation of a self-regulation-based counselling module can significantly contribute to the advancement of the counselling profession (Rezaiee & Kareshki, 2024). For both practicing counsellors and counselling students, such a module promotes more consistent, effective, and evidence-informed practices. This aligns closely with the profession's commitment to holistic client development, ethical service delivery, and lifelong professional growth.

In conclusion, the integration of a counselling module based on Self-Regulation Theory is strongly recommended as a meaningful contribution to the counselling field. It not only enhances the delivery of counselling interventions but also strengthens professional training and supports the continued advancement of counselling as a discipline grounded in theory, research, and practical impact.

5.2.3 Include Time Management and Emotional Well-Being in the Academic Program

Universities should include time management skills and emotional well-being education into the formal academic program for students across all academic years. These lessons can be part of orientation programs or general courses so that all students will receive proper guidance and regular reminders about how to manage their time and emotions effectively.

This is because a lot of undergraduate students struggle to fit in at university. They frequently find it difficult to juggle their personal obligations, social lives, and studies. They can do better academically and take better care of their mental health if they are taught skills like goal-setting, time management, stress management, and emotion regulation.

The Self-Regulation Theory, which teaches students how to control their emotions and conduct in order to achieve their goals, should be the basis for these lectures (Wilby, 2022). Undergraduate students will learn how to, for instance, set objectives, stay focused, follow through on plans, and maintain composure under pressure, such as during tests.

Undergraduate students will take these classes more seriously if they are required and grant academic credit. Better participation and more effect will result from this. Students are more likely to thrive in college and lead happier, more balanced lives when they adopt effective time and emotional management techniques.

Therefore, including time management and emotional well-being in the academic program is a smart and important step. It ensures that all undergraduate students, not just those who seek help, receive the support and knowledge they need to succeed. These skills are not only useful for university life but also for future careers and personal development (Yavuzalp & Bahcivan, 2021). When students learn how to plan their time wisely and manage their emotions, they become more confident, motivated, and prepared to face challenges. By making these lessons part of the official curriculum, universities like UNIMAS can build a healthier, more supportive learning environment where students can grow academically, emotionally, and socially.

5.3 Conclusion

In conclusion, this study successfully addressed its three main objectives which are examining gender differences in time management skills, assessing variations in emotional well-being across academic years, and exploring the relationship between time management skills and emotional well-being among UNIMAS undergraduate students. The findings revealed no significant gender differences in time management, indicating that both male and female students demonstrate similar abilities in organizing and regulating their academic responsibilities. Additionally, the study found no significant variation in emotional well-being across academic years, suggesting a consistent level of emotional resilience among students throughout their university journey, likely influenced by access to comparable support systems and adaptive coping strategies.

Moreover, a significant positive relationship was found between time management skills and emotional well-being, highlighting that students who manage their time effectively tend to experience better emotional health. This finding underscores the importance of incorporating time management training and self-regulation strategies into student development programs. Overall, the study supports the applicability of Self-Regulation Theory in understanding how students manage academic demands and emotional challenges. It provides valuable insights for higher education institutions to design evidence-based interventions aimed at enhancing both academic performance and psychological well-being. The outcomes also serve as a foundation for future research and practical efforts to promote a healthier, more balanced student experience.

This study highlights the strong link between time management and emotional well-being among undergraduate students, supporting the use of Self-Regulation Theory in addressing academic and emotional challenges. The findings inform practical recommendations such as implementing time management workshops, integrating self-regulation-based counselling modules, and embedding time and emotional well-being education into academic programs. These insights offer valuable guidance for Malaysian higher education institutions to design supportive frameworks that foster student success, and mental health across all academic years.

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APPENDIX A

Section A: Informed Consent Form

Dear Participant,

My name is Jacklyn Ting Min Ming, and I am a Year 3 Counselling student at Universiti Malaysia Sarawak (UNIMAS). I am conducting a study about *The Relationship Between Time Management Skills and Emotional Well-Being Among Undergraduate Students*. I would like to invite you to take part in this study.

This questionnaire has three parts:

- Section A: Demographic Information
- Section B: Time Management Questionnaire (TMQ)
- Section C: Warwick-Edinburgh Mental Well-Being Scale (WEMWBS)

There are no risks involved in participating, and no payment will be provided. All the information you share will be kept private and will only be used for academic purposes.

Your participation is completely **VOLUNTARY**. You can choose not to participate or stop at any time without any consequences. However, your input is very important and will help us better understand how time management relates to emotional well-being.

By filling out this questionnaire, you are agreeing to take part in the study. Please answer the questions honestly so that the results of the research are accurate and reliable.

Thank you very much for your time and support. I truly appreciate your help.

Jacklyn Ting Min Ming

Section B: Demographic Information

Part A: Demographic Information

This section collects basic background details of participants, such as gender, age, race, year of study, and faculty. The information gathered will help in analyzing the relationship between time management skills and emotional well-being among undergraduate students. All responses will remain confidential and used solely for academic purposes.

Bahagian A: Maklumat Demografi

Bahagian ini mengumpulkan maklumat latar belakang asas peserta seperti jantina, umur, bangsa, tahun pengajian, dan fakulti. Maklumat yang diperolehi akan membantu dalam menganalisis hubungan antara kemahiran pengurusan masa dan kesejahteraan emosi dalam kalangan pelajar prasiswazah. Semua maklumat akan dirahsiakan dan hanya digunakan untuk tujuan akademik semata-mata.

1. Gender / *Jantina*

- Male / *Lelaki*
- Female / *Perempuan*

2. Age / *Umur*

3. Race / *Bangsa*

- Malay
- Chinese
- Iban
- Indian
- Other

4. Year of Study / *Tahun Pengajian*

- Year 1/ *Tahun 1*

- Year 2/ *Tahun 2*
- Year 3/ *Tahun 3*
- Year 4/ *Tahun 4*
- Year 5/ *Tahun 5*
- (Extended Program Students/ *Pelajar Program Lanjutan*)

5. Faculty/ *Fakulti*

- Faculty of Cognitive Sciences and Human Development
- Faculty of Economics & Business
- Faculty of Engineering
- Faculty of Applied and Creative Arts
- Faculty of Medicine and Health Sciences
- Faculty of Social Science and Humanities
- Faculty of Computer Science and Information Technology
- Faculty of Language and Communication
- Faculty of Built Environment
- Faculty of Resource Science and Technology

Section C: Time Management Questionnaire (TMQ)

Part B: Time Management Questionnaire (TMQ)

This section assesses your time management skills, including your ability to prioritize tasks, allocate time effectively, and minimize procrastination. The questionnaire consists of 40 items covering key aspects of time management, such as task prioritization, goal setting, planning and scheduling, procrastination, organizational skills, and delegation.

You will be asked to rate yourself on various skill areas essential for effective time management. Please respond honestly by selecting the number that best represents your typical behavior, using the following scale:

- 1 – Never
- 2 – Seldom
- 3 – Sometimes
- 4 – Most of the Time
- 5 – Always

Adapted From: PhD John W. Olmstead

Bahagian B: Soal Selidik Pengurusan Masa (TMQ)

Bahagian ini menilai kemahiran pengurusan masa anda, termasuk keupayaan anda untuk mengutamakan tugas, memperuntukkan masa dengan berkesan, dan mengurangkan penangguhan kerja. Soal selidik ini mengandungi 40 item yang merangkumi aspek utama dalam pengurusan masa seperti keutamaan tugas, penetapan matlamat, perancangan dan penjadualan, penangguhan, kemahiran organisasi, dan pendelegasian.

Anda akan diminta untuk menilai diri sendiri dalam pelbagai bidang kemahiran yang penting bagi pengurusan masa yang berkesan. Sila jawab dengan jujur dengan memilih nombor yang paling mewakili tingkah laku biasa anda, berdasarkan skala berikut

- 1 – Tidak Pernah
- 2 – Jarang
- 3 – Kadang-kadang
- 4 – Kebanyakan Masa
- 5 – Sentiasa

Diadaptasi dari: PhD John W. Olmstead

1. **I am always aware that time is important.**
Saya sentiasa sedar bahawa masa itu penting.
2. **I understand the habits that prevent me from using my time well.**
Saya sedar tabiat yang membuatkan saya tidak menggunakan masa dengan sebaiknya.
3. **I have written clear long-term and short-term goals (1-3 years).**
Saya telah menulis dengan jelas matlamat jangka panjang dan jangka pendek (1-3 tahun).
4. **I use a system like a calendar to organize my weekly work schedule.**
Saya menggunakan sistem seperti kalender untuk Menyusun jadual kerja mingguan saya.
5. **I create a new “to-do” list at the start of each workday.**
Saya buat senarai tugas baharu pada setiap permulaan hari kerja.
6. **I mark priorities next to each item on my daily to-do list.**
Saya tandakan keutamaan untuk setiap tugas dalam senarai harian saya.
7. **I set my priorities based on their importance, not just urgency.**
Saya susun keutamaan berdasarkan kepentingan, bukan hanya kerana ianya mendesak.
8. **I know the times of day when I work best.**
Saya tahu waktu dalam sehari yang paling sesuai untuk saya bekerja dengan baik.
9. **I use my best work times to focus on important tasks.**
Saya gunakan waktu terbaik saya untuk fokus pada tugas penting.
10. **I have a system, like writing down my goals or using a checklist to connect my long-term and short-term goals to my daily tasks.**
Saya guna sistem seperti menulis matlamat atau senarai semak untuk sambung tugas harian dengan matlamat jangka pendek dan panjang.
11. **I am aware of why I procrastinate.**
Saya sedar kenapa saya suka tangguh kerja.

12. I recognize when I avoid tasks because of fear.

Saya sedar apabila saya mengelakkan daripada melaksanakan tugas kerana rasa takut.

13. I use helpful strategies to finish tasks I usually delay.

Saya guna cara yang berkesan untuk siapkan kerja yang selalu saya tangguhkan.

14. I focus on one task at a time without getting distracted.

Saya fokus pada satu tugas dalam satu masa tanpa gangguan.

15. I aim to do good work, not perfect work.

Saya buat kerja dengan baik, bukan semestinya sempurna.

16. I set deadlines for tasks that don't have a deadline yet.

Saya tetapkan tarikh siap untuk tugas yang belum ada tarikh akhir.

17. I use meetings wisely and make sure follow-up tasks are clear.

Saya guna masa mesyuarat dengan baik dan pastikan tugas susulan jelas.

18. I know how to say "no" to requests that take up too much of my time.

Saya tahu bagaimana untuk mengatakan "tidak" kepada permintaan yang mengambil terlalu banyak masa saya.

19. I reduce interruptions while working.

Saya kurangkan gangguan semasa bekerja.

20. I plan quiet time into each workday.

Saya rancang masa tenang bagi setiap hari kerja.

21. I manage phone calls instead of letting them interrupt my work.

Saya kawal panggilan telefon supaya tidak ganggu kerja saya.

22. I avoid unnecessary socializing during work hours.

Saya elakkan berbual kosong yang tidak perlu semasa waktu kerja.

23. I can recognize when I'm avoiding important tasks like studying, finishing assignments, or preparing for exams.

Saya sadar apabila saya mengelakkan diri daripada melakukan tugas penting seperti belajar, menyiapkan kerja sekolah, atau membuat persiapan untuk peperiksaan.

24. I have a way to track and reduce last-minute urgent problems.

Saya ada cara untuk kawal dan kurangkan masalah mendesak pada saat akhir.

25. I take short, useful breaks when I feel tired.

Saya ambil rehat sekejap bila penat untuk segarakan diri.

26. I care about getting results, not just staying busy.

Saya mementingkan pencapaian hasil, bukan sekadar sibuk tanpa tujuan.

27. I sometimes write down what I do each day to see how I spend my time.

Kadang-kadang saya tulis apa yang saya buat setiap hari untuk tengok bagaimana saya menggunakan masa.

28. I block time to focus on important tasks without any interruptions.

Saya sediakan masa khas untuk fokus pada kerja penting tanpa gangguan.

29. I use a digital system, like Google Drive or Microsoft OneDrive to manage my documents.

Saya guna sistem digital, seperti Google Drive or Microsoft OneDrive untuk urus dokumen saya.

30. I use a system like notebook to keep track of projects or cases.

Saya guna sistem seperti buku nota untuk rekod untuk menjejak projek atau tugas.

31. I take control of my own time and don't let other people decide how I should spend it.

Saya urus masa saya sendiri dan tidak membiarkan orang lain tentukan bagaimana saya patut menggunakannya.

32. I give tasks to others whenever I can.

Saya serahkan tugas kepada orang lain pada bila-bila masa yang saya boleh.

33. I trust others with important tasks.

Saya percaya orang lain boleh buat tugas penting.

34. I prefer to teach others how to do a job rather than doing it myself.

Saya lebih suka ajar orang lain buat kerja daripada buat sendiri.

35. I trust my team and don't do tasks that are assigned to them.

Saya percayakan pasukan saya dan tidak buat tugas yang telah diberi kepada mereka.

36. I'm not worried about someone else taking my job.

Saya tidak risau orang lain akan ambil alih kerja saya.

37. I clearly explain what I want when I delegate a task.

Saya beri arahan dengan jelas bila serahkan tugas kepada orang lain.

38. I am not carrying home an increasingly larger amount of work.

Saya tidak membawa pulang kerja yang semakin besar.

39. I don't feel stressed with too much work.

Saya tidak rasa tertekan dengan kerja yang terlalu banyak.

40. I do not feel overwhelmed with work.

Saya tidak berasa tertekan dengan kerja.

Section D: Warwick-Edinburgh Mental Well-Being Scale (WEMWBS)

Part C: Warwick-Edinburgh Mental Well-Being Scale (WEMWBS)

This section measures your overall mental well-being using the Warwick-Edinburgh Mental Well-Being Scale (WEMWBS). It consists of 14 positively worded statements related to mental health aspects such as optimism, relaxation, and clarity of thought. You will rate each statement based on how often you have experienced positive mental states over the past two weeks, using the following scale:

- 1 – None of the time**
- 2 – Rarely**
- 3 – Some of the time**
- 4 – Often**
- 5 – All of the time**

Your responses will help assess emotional well-being and its relationship with time management skills.

Adapted from: NHS Health Scotland

Bahagian C: Skala Kesejahteraan Mental Warwick-Edinburgh (WEMWBS)

Bahagian ini mengukur tahap kesejahteraan mental anda secara keseluruhan menggunakan Skala Kesejahteraan Mental Warwick-Edinburgh (WEMWBS). Ia terdiri daripada 14 pernyataan positif yang berkaitan dengan aspek kesihatan mental seperti sikap optimis, ketenangan, dan kejelasan fikiran. Anda diminta untuk menilai setiap pernyataan berdasarkan kekerapan anda mengalami keadaan mental yang positif dalam tempoh dua minggu yang lalu, menggunakan skala berikut.

- 1 – Tidak pernah***
- 2 – Jarang***
- 3 – Kadang-kadang***
- 4 – Kerap***
- 5 – Sepanjang masa***

Maklum balas anda akan membantu menilai kesejahteraan emosi dan hubungannya dengan kemahiran pengurusan masa.

Diadaptasi dari: NHS Health Scotland

- 1. I feel positive about the future.**

Saya rasa positif tentang masa depan.

- 2. I feel like I'm useful or helpful.**

Saya rasa diri saya berguna.

- 3. I feel calm and relaxed.**

Saya rasa tenang dan santai.

- 4. I'm interested in spending time with other people.**

Saya berminat untuk bergaul dengan orang lain.

- 5. I have extra energy to do things.**

Saya ada tenaga lebih untuk melakukan sesuatu.

- 6. I handle problems well.**

Saya dapat menangani masalah dengan baik.

- 7. I can think clearly.**

Fikiran saya jelas dan teratur.

- 8. I feel good about myself.**

Saya rasa baik tentang diri saya sendiri.

- 9. I feel close to the people around me.**

Saya rasa rapat dengan orang di sekeliling saya.

- 10. I feel confident in myself.**

Saya rasa yakin dengan diri sendiri.

- 11. I can make my own decisions easily.**

Saya boleh buat keputusan sendiri dengan mudah.

- 12. I feel loved.**

Saya rasa disayangi.

13. I'm curious and interested in new things.

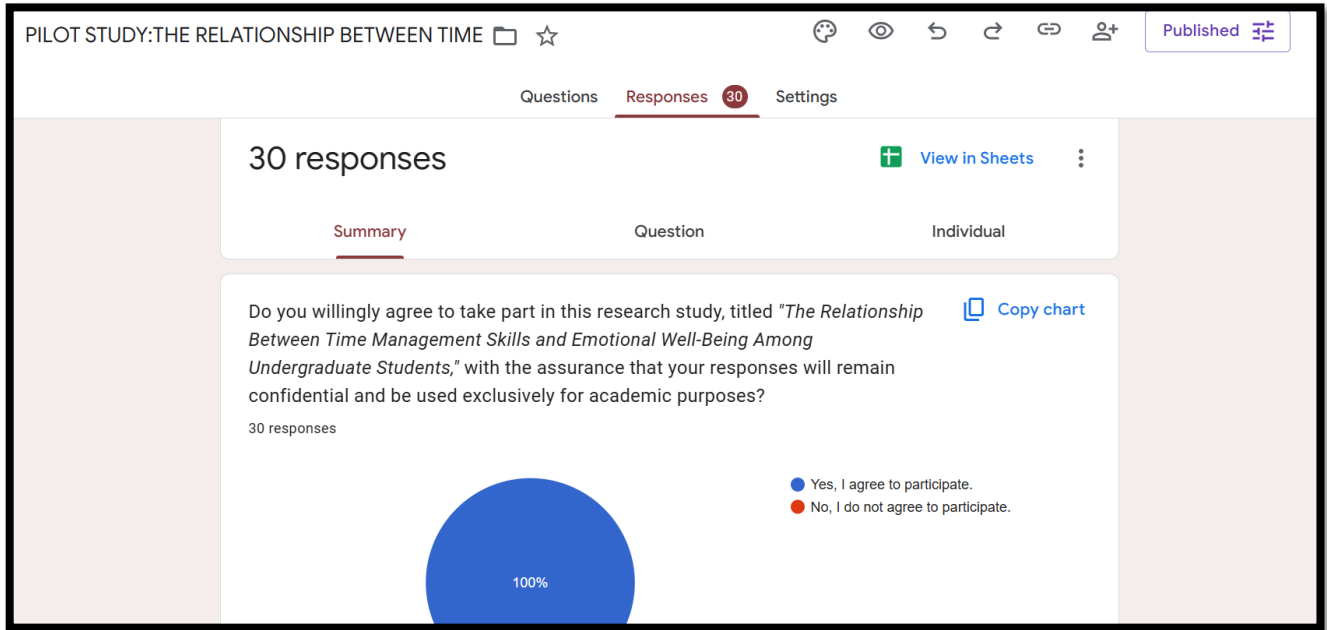
Saya berminat untuk coba perkara baru.

14. I feel cheerful and happy.

Saya rasa ceria dan gembira.

APPENDIX B

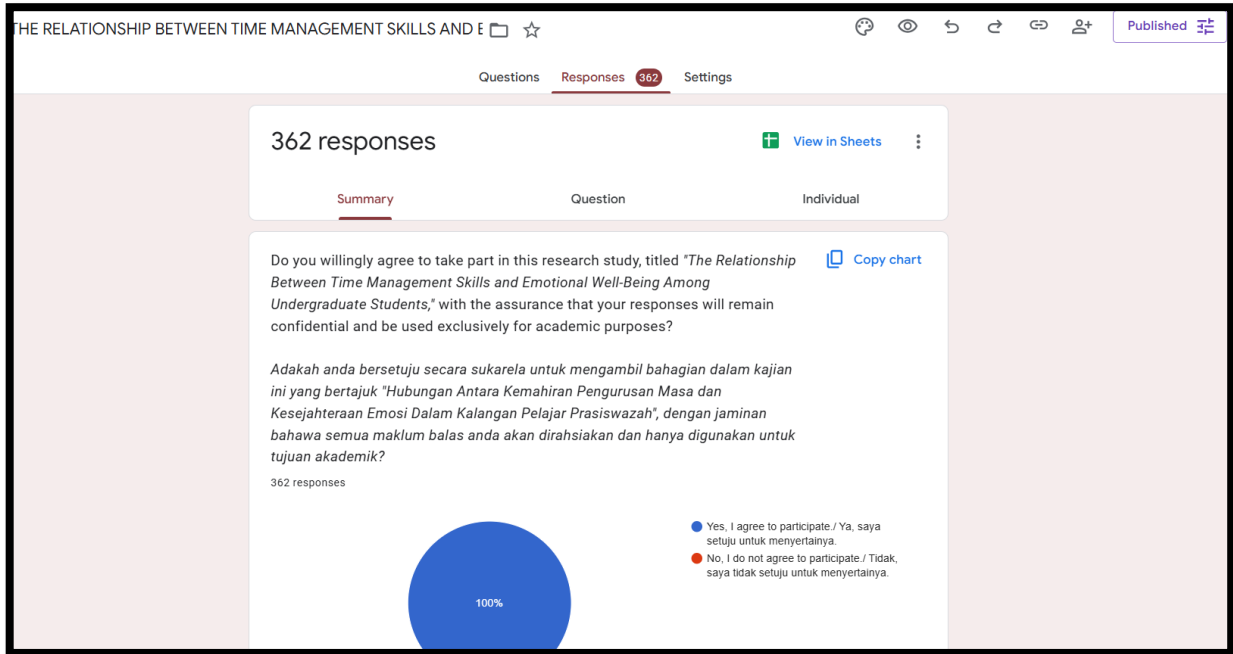
Section A: Google Form Link for Pilot Study



Google Form Link for Pilot Study: <https://forms.gle/31J17bLZFipUYUBe8>

A pilot study was conducted via Google Form through WhatsApp with 30 UNIMAS students to test the reliability and validity of the Time Management Questionnaire (TMQ) and the Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) before starting the main study.

Section B: Google Form Link for Final Data Collection



Google Form Link for Final Data Collection: <https://forms.gle/AALPbJLEuTSBa7GE6>

A final data collection was conducted via Google Form, distributed through WhatsApp, with UNIMAS students to gather responses for the main study on time management skills and emotional well-being.

Section C: Sample Size Determination

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

This study used Krejcie and Morgan's (1970) Table for Determining Sample Size to identify the appropriate number of participants for the population of UNIMAS undergraduate students.