

Time planning and academic performance in Ritman university, Ikot Ekpene, Akwa Ibom state, Nigeria

Udeme Anthony Abaikpa

Department of Business Administration, Faculty of Management Sciences
Akwa Ibom State University, Akwa Ibom State, Nigeria. Corresponding Email: udemeabaikpa@gmail.com

Unwana Nicholas Udoh

Department of Management, Faculty of Social and Management Sciences
Ritman University, Ikot Ekpene, Akwa Ibom State, Nigeria. Email: unwananicholas@gmail.com

Cornelia David Thomas

Department of Management, Faculty of Social and Management Sciences
Ritman University, Ikot Ekpene, Akwa Ibom State, Nigeria. Email: thomas.cornelia@ritmanuniversity.edu.ng

Emmanuel Okon Etuk

Department of Business Administration & Management, Faculty of Management Sciences
Trinity Polytechnic, Uyo, Akwa Ibom State, Nigeria. Email: dmautocompanyltd@gmail.com

ARTICLE INFO

KEYWORDS :

Time planning, unrealistic expectations, distractions, interruptions, procrastination, organizational performance.

ABSTRACT

The study examined the relationship between time planning and academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State. A survey research design was adopted for the study. A sample of 228 respondents was drawn from a population of 600 using Taro Yamane's scientific sampling technique. For the objectives of the study to be achieved, four hypotheses were formulated and tested. The study utilized structured questionnaire and interview as major instruments for data collection. 240 questionnaires were distributed and 228 were useably returned. Data collected were analyzed using simple percentage and ordinal logistic regression. Results showed that, all the independent variables maintained insignificant relationship with academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State. It was recommended that, students should have realistic expectations, which can decrease pressure, stress, anxiety and imbalance sense of well-being for them to perform at their best academically, students should avoid distracting factors such as noise or visual stimuli, or internal factors, such as thoughts or emotions whether from multitasking, technological devices, environmental factors, or non-academic activities for effective academic performance, students should manage interruptions effectively through good communication skills, planning, and the ability to prioritize tasks and activities. Finally, it was recommended that students should avoid procrastination by timely task completion, decreased stress levels, increased motivation and proper time planning management to achieve academic goals.

Received: 11 Mar 2023
Accepted: 21 May 2023
Available Online: 05 Aug 2023



© 2023 The authors. Licensee Scientia Academia Publishing. This is an open access article under the Creative Commons Attribution/NonCommercial-NoDerivatives 4.0

1. INTRODUCTION

The importance of time planning in achieving academic performance in colleges cannot be ignored. Time planning is the process of allocating and scheduling specific amounts of time to complete tasks or activities within a defined period. It involves setting goals, prioritizing tasks, and creating a plan to effectively manage time to achieve those goals. Time planning may involve creating to-do lists, setting deadlines, and using time management tools and techniques to maximize productivity and efficiency. Effective time planning can help individuals and organizations to better manage their workload, reduce stress, and improve overall performance and productivity. Time planning is relevant to both individuals and organizations for several reasons. Several studies have shown that time is the scarcest resource and unless it is managed nothing else can be managed (Drucker 2001). This, however, highlights the critical importance of time management and planning in achieving success. For individuals, effective time planning can help them to accomplish their personal and professional goals while maintaining a healthy work-life balance. For organizations, effective time planning can help them to meet deadlines, increase productivity, and improve overall performance. Emphasizing this idea, Covey (1994) avers that, the key is not to prioritize what's on your schedule, but to schedule your priorities. The author emphasizes that time planning should not just be about filling up a schedule with tasks, but about prioritizing tasks based on their importance and urgency. By doing so, individuals and organizations can make sure that they are focusing on the most critical tasks and allocating their time accordingly. Similarly, Allen (2014) believes that time planning should involve breaking down tasks into smaller, achievable pieces, which can help individuals and organizations to avoid feeling overwhelmed. By breaking down larger tasks into smaller pieces, it becomes easier to allocate time effectively and make steady progress towards achieving goals. However, time planning is crucial for both college students and organizations to achieve success and manage scarce resources effectively. By prioritizing tasks, breaking down larger projects, and scheduling priorities, students and organizations can achieve their goals and maximize productivity. The organizations in this twenty-first century are required to recognize the importance of time planning as a source of sustainable competitive advantage. Time planning and management is swiftly becoming an important area of concern in both individuals' private lives as well as organizations from top management to operating level supervisors. The reason may be due to the fact that, one of the things that cannot be changed by man is time. One cannot get back time spent. However, to have any realistic chance of achieving goals, students need an intentional and strategic plan for spending their time in a way that aligns with their goals in school. Studies reveal that more than 50% of first-year college students in the

University report difficulty managing their time effectively (HERI, 2015). Several studies also reveal that many college students attend classes while working either part-time or full-time somewhere (American Association of Community Colleges, 2009). Time planning is one of the important skills every student needs to learn and practice to achieve their set academic goals. Students should take the necessary advantage of several planning skills – short-range planning, middle-range planning and long-range planning skills and apply these skills to be effective, productive, and more proactive in their academic activities. Having these skills gives students the ability to plan and prioritize upcoming assignments and events. Good time planning is an important factor that can discourage procrastinations and keep students organized and focused.

1.1 Statement of the Problem

Generally, students in universities have very busy schedules because they are attending classes, completing assignments and studying for examinations. They also have their own personal daily routines and lifestyles. However, there is a need for creating balance between students' academics and extracurricular activities. Having all the time to do everything at when due could be challenging. Failure to plan and manage time accordingly may discourage students' performance and effectiveness in school. Good time planning management may help students become effective and productive. While time planning can bring numerous benefits to students, individuals, or organizations, it is not without its challenges. Unrealistic expectations, distractions, interruptions and procrastination are just a few of the common problems that individuals, especially students or organizations may face when trying to plan and manage their time effectively. However, by recognizing these challenges and developing strategies to address them, students can improve their performance and achieve their goals. It is against this background that, this study was undertaken to examine the relationship between time planning and academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State.

1.2 Objectives of the Study

The main objective of this study was to examine the relationship between time planning and academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State. Specific objectives include:

- To examine the relationship between unrealistic expectations and academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State.
- To evaluate the relationship between distractions and academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State.
- To assess the relationship between interruptions and academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State.
- To determine the relationship between procrastination and academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State.

1.3 Research Questions

The following research questions were poised to guide the study:

- What is the relationship between unrealistic expectations and academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State.?
- What is the relationship between distractions and academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State?
- What is the relationship between interruptions and academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State?
- What is the relationship between procrastination and academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State?

1.4 Hypotheses

From the objectives of the study, the following hypotheses were formulated for this study:

- Unrealistic expectations have no significant relationship with academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State.
- Distractions have no significant relationship with academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State.
- Interruptions have no significant relationship with academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State.
- Procrastination has no significant relationship with academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State.

1.5 Significance of the Study

This study is significant in several ways since it highlights on those challenges faced by students as regards good time planning. The findings of this study will be useful to students, parents, government and other stakeholders in educational sector. The findings of this study may contribute to the awareness of the relevance and practicality of time planning and management in our educational institutions across the country. It may be of great value to educational institutions in Nigeria by making them to know the factors that can either promote or hinder students' academic performance, thus, assisting them to be more effective and proactive on issues relating to time planning and management. The study will also make information available and serve as an instrument to educational institutions particularly Ritman University, Ikot Ekpene, Akwa Ibom State in making strategic decisions relating to students' academic performance. Finally, the information which this study provides may serve as reference materials for the government, public, academic institutions and researchers, particularly students of high institutions for further research in related areas.

1.6 Scope and Limitations of the Study

The study examined the relationship between time planning and academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State.

Unit scope: The study focused on 240 students at Ritman University, Ikot Ekpene, Akwa Ibom State.

Content scope: The content scope of this study was confined to literature on time planning and academic performance. The explanatory variables of time planning (independent variable) were unrealistic expectations, distractions, interruptions and procrastination.

Geographical scope: This study focused on students at Ritman University, Ikot Ekpene, Akwa Ibom State.

1.7 Operational Definition of Key Terms Used in the Study

Academic Performance: Academic performance refers to the level of achievement, competence or success a student demonstrates in their academic pursuits, typically in a formal educational setting such as school, college or university.

Unrealistic expectations: Unrealistic expectations refer to beliefs or goals that are beyond the realm of possibility or probability, given the circumstances or one's capabilities.

Distractions: Distractions are things that divert one's attention away from the task at hand or disrupt one's focus on a particular activity or goal.

Interruptions: Interruptions are events or occurrences that disrupt or break the continuity of an activity, process, or conversation.

Procrastination: Procrastination is the act of delaying or postponing tasks or actions, often unnecessarily or without a valid reason. It is a form of self-regulation failure that can result in reduced productivity, missed deadlines, increased stress, and negative impacts on one's personal and professional life.

Time planning: Time planning is the process of organizing and managing one's time effectively to achieve specific goals or objectives.

2. REVIEW OF RELATED LITERATURE

2.1 Concept of Time Planning

Time planning is the process of organizing and managing one's time effectively to achieve specific goals or objectives. It involves identifying priorities, setting realistic deadlines, and allocating time to tasks and activities based on their importance and urgency. Effective time planning helps individuals to make the most of their time, avoid procrastination, reduce stress, and increase productivity. It can also help to ensure that deadlines are met, goals are achieved, and there is a balance between work and personal life. Some strategies for time planning include creating a schedule, prioritizing tasks, breaking down complex tasks into smaller ones, delegating responsibilities, and minimizing distractions. A proper time planning management plays a vital role in improving students' academic performance in colleges. It is one of the useful skills that every student should not only acquire but apply. According to Claessens, *et al.*, (2005), each and every student should have time planning management ability which includes setting and prioritizing goals using time planning mechanism. Supporting this notion, Sevari & Kandy (2011) posit that a good time management planning skill has a significant impact on student's academic performance. Similarly, Laurie & Hellsten (2002) aver that a good time management planning skill can enhance students' performance. Kelly (2004) describes time management planning skills as quite essential to college students and as one of the keys to academic performance achievements. For achievement of academic performance, Alsalmi, (2008) argues that college students must prioritize their tasks in order to distribute the sufficient time to get the best results. This is because time is one of the scarcest natural resource which if it is not properly managed, nothing else can be managed, Alex (2009). Good time management planning ensures that a student starts off in the right direction (Goldsmith, 2010).

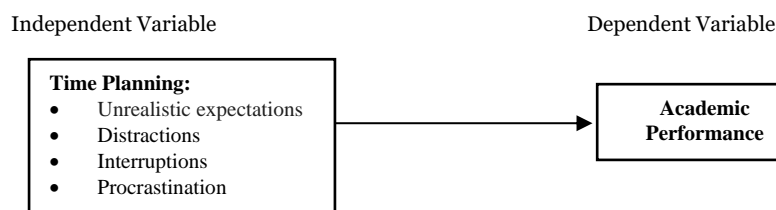


Figure 1. Time Planning and Academic Performance Model.
Source: (Researcher, 2023).

2.1.1 Unrealistic expectations and Academic Performance

Unrealistic expectations refer to beliefs or goals that are beyond the realm of possibility or probability, given the circumstances or one's capabilities. These expectations are often unreasonable and may lead to disappointment, frustration, or feelings of failure when they are not met. Unrealistic expectations can be set by oneself or imposed by others, and can relate to various aspects of life, such as personal relationships, career, financial success, physical appearance, or academic achievement. It's important to set achievable goals and have a realistic understanding of what can be realistically accomplished in a given situation to avoid negative consequences of having unrealistic expectations. Unrealistic expectations can have a significant impact on academic performance. Research studies have explored this relationship, shedding light on the negative consequences of unrealistic expectations on students' educational outcomes. Chen and Stevenson (1995), contend that high parental expectations can contribute to academic pressure, leading to negative emotional well-being and decreased academic performance among college students. Similarly, Pomerantz, Moorman, and Litwack (2007) believe that parents' excessively high expectations can create stress and anxiety for students, which in turn can hinder their academic success. Eccles *et al.*, (1993) posit that students' own overly high expectations can lead to increased stress, decreased motivation and lower achievement levels. According to Kao, Tsai, and Martens (2013) students who set unrealistically high goals often have lower academic performance and are more prone to experiencing feelings of failure and dissatisfaction. Hsieh and Sullivan (2007) argue that students who hold unrealistic expectations regarding their academic performance are more likely to experience difficulties in adapting to the demands of college, leading to lower performance and grades. However, unrealistic expectations, whether from parents or students' self-imposed, can have a detrimental effect on students' academic performance. High expectations can lead to increased pressure, stress, anxiety and a decreased sense of well-being, which ultimately may hamper students' ability to perform at their best academically.

2.1.2 Distractions and Academic Performance

Distractions are things that divert one's attention away from the task at hand or disrupt one's focus on a particular activity or goal. They can be external, such as noise or visual stimuli, or internal, such as thoughts or emotions. Distractions can prevent people from achieving their objectives or completing tasks efficiently, and they can lead to procrastination, frustration, and decreased productivity. Distractions can significantly impact academic performance, as evidenced by various research studies that have explored the relationship between distractions and students' educational outcomes. According to (Junco and Cotten 2012) students who engage in high levels of multitasking, such as using social media or texting while studying, had lower grades compared to those who focus on their academic tasks without distractions. Similarly, Rosen, Carrier and Cheever (2013) believe that frequent phone use by students during studying or class time can lead to decreased attention and lower academic achievement. Foerde *et al.* (2006) contend that distracting elements in the learning environment, such as noise or visual stimuli, can disrupt concentration and impair students' ability to retain and recall information accurately. Ravizza, Uitvlugt, and Fenn (2017) aver that student who used laptops for activities unrelated to the class, such as browsing the internet or using social media may perform worse on comprehension tests compared to those who used laptops solely for academic purposes. Similarly, Kuznekoff and Titsworth (2013) believe that students who used laptops for non-academic purposes, such as online shopping or social networking during class may have lower grades and reduced understanding of the material presented. However, distractions, whether from multitasking, technological devices, environmental factors, or non-academic activities can have a detrimental effect on academic performance. They disrupt focus, attention and information processing and ultimately hinder students' ability to learn and perform at their best.

2.1.3 Interruptions and Academic Performance

Interruptions are events or occurrences that disrupt or break the continuity of an activity, process, or conversation. They can come in various forms, including external distractions such as phone calls, email notifications, or unexpected visitors, as well as internal disruptions such as sudden thoughts or emotions. Interruptions can be intentional or unintentional and can have different impacts depending on the situation. In some cases, interruptions may be minor and easily managed, while in others, they can significantly impede progress or lead to errors or misunderstandings. Managing interruptions effectively requires good communication skills, planning, and the ability to prioritize tasks and activities. Interruptions can have a significant impact on academic performance, as evidenced by research studies that have examined the relationship between interruptions and students' educational outcomes. Trafton, Altmann and Ratwani (2011) contend that interruptions, even brief ones, can disrupt cognitive processes and lead to errors or decreased performance on complex tasks, such as academic assignments or examinations. Bailey, Konstan and Carlis (2001) aver those interruptions, such as notifications or alerts can significantly disrupt reading comprehension and can impede information processing and learning. Altmann and Trafton (2007) posit that interruptions during a task required participants to allocate additional cognitive resources for task resumption, resulting in decreased performance and longer task completion times. Monk et al. (2008) believes that interruptions during critical tasks can lead to errors, emphasizing the negative impact of interruptions on task accuracy and completion. Mark, Gudith and Klocke (2008) opine that interruptions during task performance can lead to decreased accuracy and poorer retention of information, indicating that interruptions can disrupt learning and memory processes. However, interruptions, whether external (e.g., notifications, conversations) or internal (e.g., thoughts, distractions), can have a detrimental effect on academic performance. Interruptions can disrupt attention, cognitive processes and task continuity, leading to decreased accuracy, longer task completion times and impaired learning and memory.

2.1.4 Procrastination and Academic Performance

Procrastination is the act of delaying or postponing tasks or actions, often unnecessarily or without a valid reason. It is a form of self-regulation failure that can result in reduced productivity, missed deadlines, increased stress, and negative impacts on one's personal and professional life. Procrastination can manifest in various ways, such as putting off important work in favor of less important or pleasurable activities, excessively researching or planning without taking action, or simply avoiding tasks altogether. Common reasons for procrastination include fear of failure, perfectionism, lack of motivation, or feeling overwhelmed by the task at hand. Procrastination can have a negative impact on academic performance, as evidenced by numerous research studies that have explored the relationship between procrastination and students' educational outcomes. Steel (2007) believes that higher levels of procrastination can lead to poorer academic performance. Schraw, Wadkins and Olafson (2007) opine that students who report higher levels of procrastination may have lower GPAs compared to those who exhibit lower levels of procrastination. Sirois (2007) avers that procrastination can lead to higher levels of stress, lower self-esteem, and decreased academic achievement. Van Eerde (2003) opine that procrastination can predict poorer performance and higher dropout rates with detrimental effect on academic outcomes. Senécal, Koestner and Vallerand (1995) contend that higher levels of procrastination can lead to lower levels of intrinsic motivation and decreased academic achievement. However, procrastination is negatively related to academic performance. Procrastination can lead to delays in task completion, increased stress levels, decreased motivation and poorer time management and can ultimately hamper students' ability to achieve their academic goals.

2.1.5 Academic Performance

Academic performance refers to the level of achievement, competence or success a student demonstrates in their academic pursuits, typically in a formal educational setting such as school, college or university. It encompasses various aspects of a student's performance, including their grades or marks, class rank, test scores, and overall mastery of the subjects and skills taught in their courses. Academic performance can be evaluated through examinations, assignments, projects, presentations and other forms of assessments. It reflects the extent to which a student has acquired and applied knowledge, understood concepts, developed critical thinking and problem-solving abilities, and met the expectations and standards set by their educational institution. Achieving academic performance requires employing various methods and strategies. Numerous research studies have explored effective approaches to enhance academic performance. Dunlosky et al. (2013) posit that strategies such as distributed practice (spacing out study sessions over time), retrieval practice (actively recalling information from memory), and elaborative interrogation (asking oneself "why" questions about the material) are particularly effective tools for improving learning and retention. Britton and Tesser (1991) emphasize the importance of effective time management and planning for academic success. The authors believe that organizing study schedules, setting goals and breaking tasks into manageable parts can help students allocate sufficient time and resources for learning and completing assignments. According to (Freeman et al. 2014) active learning approaches, such as group discussions, problem-solving activities, and hands-on experiences can improve academic performance and higher retention rates compared to passive learning methods. Pascarella and Terenzini (2005) believe that engaging in peer study groups, seeking assistance from teachers or tutors and participating in academic support programs can provide students with valuable resources, feedback and encouragement with enhanced learning and performance. Emphasizing the importance of setting specific and challenging goals for academic performance, Locke and Latham (2002) believe that clear goals can provide direction, motivation, and a sense of accomplishment. The authors believe that, regularly monitoring progress towards goals and adjusting strategies accordingly can further enhance students' academic performance. Singh et al. (2010) posit that positive influence of a healthy lifestyle can lead to achievement of academic performance. The authors believe that, adequate sleep, regular exercise, balanced nutrition, and stress management techniques can contribute to improved cognitive functioning, attention, and overall well-being, which in turn positively affect academic outcomes. However, by incorporating these methods into their academic routines, students can optimize their learning potential, enhance their performance, and achieve their academic goals.

2.2 Theoretical Review

Theories are formulated to help explain and understanding a concept or phenomenon (David 2009). However, the relationship between time planning and academic performance may be accurately buttress by the theory of time management:

2.2.1 Time Management Theory

One theory that provides insights into time planning and its impact on academic performance is the Time Management Theory proposed by Britton and Tesser (1991). This theory emphasizes the importance of effective time management and planning in achieving academic success. The key aspects of the theory include:

Time Perspective: According to Britton and Tesser, individuals have different time perspectives, which influence their approach to managing time. They identified two primary time perspectives:

Future Time Perspective: Individuals with a future time perspective tend to focus on long-term goals, plan ahead, and prioritize tasks based on their future implications. They engage in proactive behaviors and allocate time resources to meet their academic goals effectively.

Present Time Perspective: Individuals with a present time perspective are more focused on immediate gratification and tend to prioritize short-term desires over long-term goals. They may struggle with time management, procrastination, and prioritizing academic tasks. Time Management Skills: Britton and Tesser emphasized that effective time management requires the development of specific skills: Setting Goals:

Students need to set clear, specific, and achievable academic goals. Goal setting provides direction and motivation, enabling individuals to allocate time effectively and prioritize tasks accordingly. Planning and Scheduling: Effective time managers engage in proactive planning by creating schedules and allocating dedicated time slots for different academic activities. They break tasks into smaller, manageable parts and set deadlines to ensure progress and completion.

Self-Monitoring: Monitoring one's time usage and progress is crucial for effective time management. Regularly assessing and reflecting on time spent on different activities helps individuals identify areas of improvement and make necessary adjustments.

Time Allocation: Successful time managers allocate time resources based on task importance and urgency. They prioritize academic tasks and minimize time spent on non-academic activities or distractions.

Academic Performance: Britton and Tesser proposed that effective time management positively influences academic performance. Students who effectively manage their time are more likely to complete tasks on time, experience less stress, and achieve better academic outcomes. The Time Management Theory by Britton and Tesser provides a framework for understanding the role of time planning in academic performance. It highlights the importance of developing time management skills, setting goals, and aligning one's time perspective with long-term academic success.

3. METHODOLOGY

3.1 Research Design

The survey method was adopted for this study. It enabled the researcher to elicit information from the sampled population from the field leading to inferences.

3.2 The Study Area

This study was conducted in Ritman University, Ikot Ekpene, Akwa Ibom State. Akwa Ibom State is in the South-South zone of Nigeria with its capital at Uyo. The State is the largest oil producing State in Nigeria. The population of the State is estimated at about 309, 573 as of 2006 (NPC, 2006 report). It has a land area of 95km² (36. 7sq.ml), Wikipedia encyclopedia (2007). The people in the area are predominantly Ibibio; others include Annang, Oron, Eket, Obolo, Ibeno and other speaking tribes in Nigeria. Akwa Ibom State is inhabited by people of different walks of life such as teachers, businessmen, students, traders, civil servants and unemployed youths among others.

3.3 Population of the study

The population of this study consisted of 600 students of Ritman University, Ikot Ekpene, Akwa Ibom State.

3.4 Sample size/Sampling technique

The sample size of 240 was selected out of 600 students using Taro Yamane scientific formula which is given as:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

N	=	Population
1	=	constant
e	=	Level of significance
n	=	sample size
n	=	$\frac{600}{1 + 600(0.0025)}$
N	=	$\frac{600}{1+1.5}$
n	=	$\frac{600}{2.5}$
n	=	240

3.5 Sources of Data Collection

Data were collected from primary and secondary sources. Primary data were obtained through questionnaire and personal interviews with students of the University. This method was adopted to enable detailed and independent information that was not covered by the questionnaire. Secondary data were obtained from published reports, books, the internet, journals, newspapers and magazines.

3.6 Instrument for Data Collection

Data were collected through questionnaire titled "Time Planning and Academic Performance Questionnaire (TPAPQ)" that was carefully designed and administered to the respondents, as well as through personal interviews. On the whole, the questionnaire constituted the major instrument for data collection. The questionnaire contained sections A and B. Section A contained personal information about the respondents. Section B was the main body of the questionnaire. This section contained twenty – five (25) close ended questions using a five-point Likert scale instrument through which the opinions of the respondents were expressed. Their responses were measured by means of a five-category rating system as follows:

SA	-	Strongly agree	4
A	-	Agree	3
D	-	Disagree	2
SD	-	Strongly disagree	1
N	-	Neutral	0

3.7 Validity of Research Instrument

The validity of the research instrument was assessed by the research's experts in the School of Management Sciences of the Ritman University, Ikot Ekpene, Akwa Ibom State. These experts assessed the relevance of each item in relation to the objectives of the study, the hypotheses to be tested and language to be used in developing the items as well as the comprehensibility of each item in relation to the cognitive level of the respondents. They validated the instrument by effecting necessary corrections, examining the contents and ascertaining clarification of ideas as well as appropriateness of the items. The final instrument would be reflected on the appendix.

3.8 Reliability of the Instrument

Reliability in this context refers to the measure of consistency of the instrument used in eliciting relevant and desirable responses from respondents so that the objectives can be reliably and meaningfully achieved. For the purpose of this work, internal consistency of the instrument was determined by Cronbach's Alpha (CA).

Table 1. Cronbach's Alpha (CA) result of the variables of the study

Variables	No. of research construct/Items	Computed CA reliability test values
Unrealistic expectations	5	0.910
Distraction	5	0.769
Interruptions	5	0.803
Procrastination	5	0.841
Academic performance	5	0.883

Source: Researcher's Computation (2023).

As shown above, the CA values for all variables were above the benchmark of 70%. This implies that the variables used for this study are declared reliable for used for further statistical analysis, the result of which is considered valid and reliable.

3.9 Administration of the Instrument

The questionnaires were personally administered by the researcher to the respondents during official hours at school. The exercise was done with the help of heads of department of the University.

3.10 Methods of Data Analysis

The statistical method adopted for data analysis was the ordinal logistic regression analysis. This was used for testing the hypotheses to ascertain the relationship that exists between the identified variables. This tool was adopted based on non-parametric analysis – ordinal scale data. The data were analysed with the help of a statistical tool using Statistical Package for Social Sciences (SPSS, Version 23 Outputs).

4. DATA ANALYSIS

The data collected from field survey are presented under this section.

In this section, the questionnaires administered to the respondents were collected and presented as shown in Table 1 below:

Table 2. Summary of Questionnaire Administered and Retrieved

Questionnaires	Number of questionnaires	Percentage (%)
Total questionnaires served	240	100
Total useful questionnaires Returned	228	95
Total not Returned	12	5

Source: Field Survey Data, 2023

Data presented in Table 1 above indicates that out of the total of 240 questionnaires distributed, 228 questionnaires representing 95% were useful questionnaires returned, 12 questionnaires representing 5% were not returned. Based on the responses, 228 correctly and completely filled questionnaires representing were used for analysis and results interpretation.

It is importance to know the types, nature, class, and kinds of respondents whose opinions were used in this research.

Table 3. Summary of Respondents' Gender

Gender	Frequency	Percent
Valid		
Male	116	50.9
Female	112	49.1
Total	228	100.0

Source: Field Survey Data (2023).

Table 3 revealed that 116 respondents representing 50.9% were male, while 112 respondents representing 49.1% were female. This indicates that majority of the respondents were male. This does not presumes the fact that using more men in the study will in any way affect the analysis and findings of the study. This is because the opinions expressed are highly likely to represent general position or opinion concerning the research issues and not depending on feminine or masculine opinion or position.

Table 4. Summary of Respondents' Age

Age Range	Frequency	Percent
Valid		
15-20	19	8.3
21-30	57	25.0
31- 40	94	41.2
51 and above	58	25.4
Total	228	100.0

Source: Field Survey Data (2023)

Table 4 shows that 19 respondents representing 8.3% were aged 15-20 years, 57 respondents representing 25% were aged 21-30 years, 94 of the respondents representing 41.2% were aged 51 and above years.

Table 5. Summary of Respondents' Marital status

Marital status	Frequency	Percent
Valid		
Single	119	52.2
Married	64	28.1
Separated	18	7.9
Divorced	18	7.9
Widowed	9	3.9
Total	228	100.0

Source: Field Survey Data (2023)

It was revealed in the above table that 119 respondents representing 52.2% were single, 64 respondents representing 28.1% were married, and 18 respondents representing 7.9% were separated and divorced respectively while only 9 respondents representing 3.9% were widowed.

Table 6. Summary of Respondents' Qualification

Qualification	Frequency	Percent
Valid		
SSCE	27	11.8
OND/NCE	32	14.0
HND/BSc	109	47.8
MSc./MBA	47	20.6
PhD	13	5.7
Total	228	100.0

Source: Field Survey Data (2023)

Table 6 indicates that 27 respondents representing 11.8% were holders of SSCE. 32 respondents representing 14% were holders of OND/NCE, 109 respondents representing 47.8% were holders of HND/BSc while 47 respondents representing 20.6% were holders of MSc./MBA. 13 respondents representing 5.7% were holders of PhD qualification.

Table 7. Summary of Respondents' Years /level of study

Years /level of study	Frequency	Percent
Valid		
100	25	11.0
200	60	26.3
300	40	17.5
400	36	15.8
500	32	14.0
Others	35	15.4
Total	228	100.0

Source: Field Survey Data (2023)

Table 7 shows that 25 respondents representing 11% were in 100 level. 60 respondents representing 26.3% were in 200 level, 40 respondents representing 17.5% were in 300 level. Also, 36 respondents representing 15.8 were in 400 level, 32 respondents representing 14 were in 500 level while 35 respondents representing 15.4 were in other levels of study. The disparities in respondents' demographics or physiognomies do not presuppose the fact they would in any way affect the analysis and findings of the study. This is because the opinions expressed are highly likely to represent general position or opinion concerning the research issues and not depending or tying to a particular respondent physiognomy.

The responses to the various questions on the items measuring each construct are presented and analysed, in this section. As presented in each table, the responses to the questions on the items measuring research construct or opinions and the analysis is carried out based on the research objectives and to determine the position of the respondents on each Likert scale.

4.1 Unrealistic expectations

The first objective was on the relationship between unrealistic expectations and academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State.

Table 8. Analysis of items and research constructs on unrealistic expectations

Research Statement/ Items	SA (4)	A (3)	D (2)	SD (1)	N (0)
I always experience stress completing my academic tasks due to my parents' high expectation of me.	27(11.8%)	58(25.4%)	40(17.5%)	37(16.3%)	33(14.5%)
I always experience pressure due to my high self-imposed expectations.	76(33.3%)	61(26.8%)	35(15.4%)	32(14.0%)	24(10.5%)
I am always anxious to achieve high performance.	81(35.5%)	76(33.3%)	38(16.7%)	20(8.8%)	12(5.3%)
My university demands are so high that I don't always find them easy to meet.	109(47.8%)	44(19.3%)	37(16.2%)	18(7.9%)	20(8.8%)
I always feel dissatisfied due to excessively high expectations of my university.	78(34.2%)	67(29.4%)	28(12.3%)	37(16.2%)	18(7.9%)

Source: Field Survey Data, 2023

Table 8 revealed that 27 respondents representing 11.8% strongly agreed that they always experience stress completing their academic tasks due to their parents' high expectation of them and 58 respondents representing 25.4% also agreed to the claims. However, 40 respondents representing 17.5% disagreed to the claim and 37 respondents representing 16.3% strongly disagreed to the claim. Also, it was also shown that 76 respondents representing 33.3% strongly agreed that they always experience pressure due to their high self-imposed expectations and 61 respondents representing 26.8% also agreed to the claims. However, 35 respondents representing 15.4% disagreed to the claim and 32 respondents representing 14% strongly disagreed to the claim. Furthermore, it was also shown that 81 respondents representing 35.5% strongly agreed that they always anxious to achieve high performance and 76 respondents representing 33.3% also agreed to the claims. 38 respondents representing 16.7% disagreed to the claim and 20 respondents representing 8.8% strongly disagreed to the claim. Additionally, it was shown that 109 respondents representing 47.8% strongly agreed that their university demands are so high that they don't always find them easy to meet and 44 respondents representing 19.3% also agreed to the claims. 37 respondents representing 16.2% disagreed to the claim and 18 respondents representing 7.9% strongly disagreed to the claim. It was found also that 78 respondents representing 34.2% strongly agreed that they always feel dissatisfied due to excessively high expectations of the university and 67 respondents representing 29.4% also agreed to the claims. 28 respondents representing 12.3% disagreed to the claim and 37 respondents representing 16.2% strongly disagreed to the claim. However, at this level, until statistically and scientifically tested, negative, positive or significant relationship can only be assumed but not claimed between each explanatory variable and the explained variable.

4.2 Distractions

The second objective was on the relationship between distractions and academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State.

Table 9. Analysis of items and research constructs on distractions

Research Statement/ Items	SA (4)	A (3)	D (2)	SD (1)	N (0)
I am always feeling distracted by high levels of multitasking in my school.	67(29.4%)	66(28.9%)	52(22.8%)	25(11.0%)	18(7.9%)
I don't always complete my tasks efficiently due to distractions by my phones.	71(31.1%)	69(30.3%)	36(15.8%)	27(11.8%)	25(11.0%)
I am easily distracted by noise in my class.	72(31.6%)	68(29.8%)	52(22.8%)	24(10.5%)	12(5.3%)
I always feel distracted by frequent phone use during class time.	77(33.8%)	50(21.9%)	49(21.5%)	21(9.2%)	31(13.6%)
I am always distracted by activities unrelated to the class, such as browsing the internet.	76(33.3%)	58(25.4%)	57(25.0%)	31(13.6%)	6(2.6%)

Source: Field Survey Data, 2023

Table 9 revealed that 67 respondents representing 29.4% strongly agreed that they always feeling distracted by high levels of multitasking in their school and 66 respondents representing 28.9% also agreed to the claims. 52 respondents representing 22.8% disagreed to the claim and 25 respondents representing 11% strongly disagreed to the claim. 71 respondents representing 31.1% strongly agreed that they don't always complete their tasks efficiently due to distractions by their phones and 69 respondents representing 30.3% also agreed to the claims. 36 respondents representing 15.8% disagreed to the claim and 27 respondents representing 11.8% strongly disagreed to the claim. 72 respondents representing 31.6% strongly agreed that they easily distracted by noise in their class and 68 respondents representing 29.8% also agreed to the claims. 52 respondents representing 22.8% disagreed to the claim and 24 respondents representing 10.5% strongly disagreed to the claim. 77 respondents representing 33.8% strongly agreed that they always feel distracted by frequent phone use during class time and 50 respondents representing 21.9% also agreed to the claims. 49 respondents representing 21.5% disagreed to the claim and 21 respondents representing 9.2% strongly disagreed to the claim. 76 respondents representing 33.3% strongly agreed that they always distracted by activities unrelated to the class, such as browsing the internet and 58 respondents representing 25.4% also agreed to the claims. 57 respondents representing 25% disagreed to the claim and 31 respondents representing 13.6% strongly disagreed to the claim. At this level, until statistically and scientifically tested, negative, positive or significant relationship can only be assumed but not claimed between each explanatory variable and the explained variable.

4.3 Interruptions

The third objective was on relationship between interruptions and academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State.

Table 10. Analysis of items and research constructs on evaluation of interruptions

Research Statement/ Items	SA (4)	A (3)	D (2)	SD (1)	N (0)
I am always interrupted by phone calls during class time.	56(24.6%)	100(43.9%)	29(12.7%)	28(12.3%)	15(6.6%)
Phone notifications or alerts always disrupt my reading comprehension.	97(42.5%)	45(19.7%)	44(19.3%)	32(14.0%)	10(4.4%)
I don't always complete my tasks accurately due to frequent interruptions.	81(35.5%)	61(26.8%)	41(18.0%)	39(17.1%)	6(2.6%)
I always achieve my short-range goals even when I am interrupted.	83(36.4%)	66(28.9%)	55(24.1%)	13(5.7%)	11(4.8%)
I hardly achieve high academic grades due to frequent interruptions.	83(36.4%)	78(34.2%)	42(18.4%)	16(7.0%)	9(3.9%)

Source: Field Survey Data, 2023

Table 10 revealed that 56 respondents representing 24.6% strongly agreed that they interrupted by phone calls during class time and 100 respondents representing 43.9% also agreed to the claims. 29 respondents representing 12.7% disagreed to the claim and 28 respondents representing 12.3% strongly disagreed to the claim. 97 respondents representing 42.5% strongly agreed that Phone notifications or alerts always disrupt their reading comprehension and 45 respondents representing 19.7% also agreed to the claims. 44 respondents representing 19.3% disagreed to the claim and 32(14%) respondents strongly disagreed to the claim. 81 respondents representing 35.5% strongly agreed that they don't always complete their tasks accurately due to frequent interruptions and 61 respondents representing 26.8% also agreed to the claims. 41 respondents representing 18% disagreed to the claim and 39 respondents representing 17.1% strongly disagreed to the claim. 83 respondents representing 36.4% strongly agreed that they always achieve their short-range goals even when they are interrupted and 66 respondents representing 28.9% also agreed to the claims. 55 respondents representing 24.1% disagreed to the claim and 13 respondents representing 5.7% strongly disagreed to the claim. 83 respondents representing 36.4% strongly agreed that hardly achieve high academic grades due to frequent interruptions and 78 respondents representing 34.2% also agreed to the claims. 42 respondents representing 18.4% disagreed to the claim and 16 respondents representing 7% strongly disagreed to the claim. At this level, until statistically and scientifically tested, negative, positive or significant relationship can only be assumed but not claimed between each explanatory variable and the explained variable.

4.4 Procrastination

The fourth objective was on relationship between Procrastination and academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State.

Table 11. Analysis of items and research constructs on evaluation of Procrastination

Research Statement/ Items	SA (4)	A (3)	D (2)	SD (1)	N (0)
I don't postpone my tasks in school without valid reasons.	95(41.7%)	42(18.4%)	40(17.5%)	28(12.3%)	23(10.1%)
I always complete my tasks on time.	66(28.9%)	63(27.6%)	28(12.3%)	35(15.4%)	36(15.8%)
I don't always have high academic performance due to delay in completing tasks.	94(41.2%)	52(22.8%)	44(19.3%)	23(10.1%)	15(6.6%)
I don't submit my assignments on time due to overwhelmed tasks at hand.	100(43.9%)	50(21.9%)	42(18.4%)	24(10.5%)	12(5.3%)
I always postpone tasks completion due to fear of failure.	87(38.2%)	55(24.1%)	40(17.5%)	25(11.0%)	21(9.2%)

Source: Field Survey Data, 2023

Table 11 revealed that 95 respondents representing 41.7% strongly agreed that they don't postpone their tasks in school without valid reasons and 42 respondents representing 18.4% also agreed to the claims. 40 respondents representing 17.5% disagreed to the claim and 28 respondents representing 12.3% strongly disagreed to the claim. Also, 66 respondents representing 28.9% strongly agreed that they always complete their tasks on time and 63 respondents representing 27.6% also agreed to the claims. 28 respondents representing 12.3% disagreed to the claim and 35(15.4%) respondents strongly disagreed to the claim. 94 respondents representing 41.2% strongly agreed that they don't always have high academic performance due to delay in completing tasks and 52 respondents representing 22.8% also agreed to the claims. 44 respondents representing 19.3% disagreed to the claim and 23 respondents representing 10.1% strongly disagreed to the claim. 100 respondents representing 43.9% strongly agreed that they don't submit their assignments on time due to overwhelmed tasks at hand and 50 respondents

representing 21.9% also agreed to the claims. 42 respondents representing 18.4% disagreed to the claim and 24 respondents representing 10.5% strongly disagreed to the claim. 87 respondents representing 38.2% strongly agreed that they always postpone tasks completion due to fear of failure and 55 respondents representing 24.1% also agreed to the claims. 40 respondents representing 17.5% disagreed to the claim and 25 respondents representing 11% strongly disagreed to the claim. At this level, until statistically and scientifically tested, negative, positive or significant relationship can only be assumed but not claimed between each explanatory variable and the explained variable.

4.5 Academic performance

The dependent variable was academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State.

Table 12. Analysis of items and research constructs on academic performance

Research Statement/ Items	SA (4)	A (3)	D (2)	SD (1)	N (0)
I always have high grades in my class works.	77(33.8%)	56(24.6%)	42(18.4%)	36(15.8%)	17(7.5%)
I always achieve high academic performance due my clear goals setting skill.	70(30.7%)	61(26.8%)	51(22.4%)	33(14.5%)	13(5.7%)
I don't always attend good grades due to my unhealthy lifestyle in school.	71(31.1%)	58(25.4%)	57(25.0%)	27(11.8%)	15(6.6%)
I always achieve high academic performance as a result of my good spacing out study sessions over time.	90(39.5%)	62(27.2%)	40(17.5%)	24(10.5%)	12(5.3%)
I always have a CGPA of above 3.5 point in my school due to my effective time planning management skills.	94(41.2%)	51(22.4%)	37(16.2%)	24(10.5%)	22(9.6%)

Source: Field Survey Data, 2023

Table 12 revealed that 77 respondents representing 33.8% strongly agreed that they I always have high grades in their class works and 56 respondents representing 24.6% also agreed to the claims. 42 respondents representing 18.4% disagreed to the claim and 36 respondents representing 15.8% strongly disagreed to the claim. 70 respondents representing 30.7% strongly agreed that they always achieve high academic performance due their clear goals setting skill and 61 respondents representing 26.8% also agreed to the claims. 51 respondents representing 22.4% disagreed to the claim and 33 respondents strongly disagreed to the claim. 71 respondents representing 31.1% strongly agreed that they don't always attend good grades due to their unhealthy lifestyle in school and 58 respondents representing 25.4% also agreed to the claims. 57 respondents representing 25% disagreed to the claim and 27 respondents representing 11.8% strongly disagreed to the claim. 90 respondents representing 39.5% strongly agreed that they always achieve high academic performance as a result of their good spacing out study sessions over time and 62 respondents representing 27.2% also agreed to the claims. 40 respondents representing 17.5% disagreed to the claim and 24 respondents representing 10.5% strongly disagreed to the claim. 94 respondents representing 41.2% strongly agreed that they always have a CGPA of above 3.5 point in their school due to their effective time planning management skills and 51 respondents representing 22.4% also agreed to the claims. 37 respondents representing 16.2% disagreed to the claim and 24 respondents representing 10.5% strongly disagreed to the claim.

4.6 Descriptive Statistics

This analysis is conducted to assess the descriptive properties of the research variables in order to ascertain if the data possess requisite characteristics for statistical analysis. These analyses involve descriptive statistics such as the mean, standard deviation, minimum, maximum as well as skewness and kurtosis. This statistic discloses the characteristics of the research variables principally in terms of variance or closeness of the data points to the mean. The ultimate is to determine the degree of variability of the data away from the mean. A high variability indicates high degree of variance and high potential of non-normality of the data thus leading to unreliable estimate. It is desired that the dataset has low level of variability. Table 11 presents the result of this statistics.

Table 13. Descriptive Statistics Result

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Skewness		Kurtosis	
						Statistic	Std. Error	Statistic	Std. Error
Unrealistic expectations	228	1.0	5.0	2.987	1.0130	.078	.161	-.078	.321
Distractions	228	1.0	5.0	3.561	1.1109	-.467	.161	-.393	.321
Interruptions	228	1.0	5.0	3.197	1.0455	.110	.161	-.464	.321
Procrastination	228	1.0	5.0	3.053	1.1212	-.010	.161	-.482	.321
Academic performance	228	1.0	5.0	3.298	1.1567	-.275	.161	-.497	.321
Valid N (listwise)	228								

Source: Researcher's Computation (2023) from SPSS Output.

From the result in Table 13, all mean values fall in between the maximum and minimum values of 2 and 3.561 respectively and that is desirable. Again, the standard deviations values for all variables are less than 2, which indicate low variance and is desirable. This shows that the data points of the variables are clustered around the mean and is highly likely to be the true position of the opinions expressed and the parameters estimated with this data set is highly likely to have less or minimal error.

4.7 Test of Hypotheses

This section presents the test result of the hypotheses developed to guide the conduct of this study. This test was performed with simple regression statistics. The first hypothesis (H_{01}) was that Unrealistic expectations have no significant relationship with academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State.

Table 14. Regression Results for hypothesis one

Dependent Variable	Coef.	Std. Error	t-stat	p-value
Academic performance				
Model Parameters				
Const.	2.933	.378	7.755	.000
Unrealistic expectations	-.095	.101	-.940	.348
Model Characteristics				
F-Stat	12.883			

R-Square	.040
Adj. R ²	.031
D-W Stat.	1.831

Source: Researcher's Computation (2023) from SPSS Output.

The test of the null hypothesis (H_0) against the alternate hypothesis (H_1) is that H_0 is rejected if the calculated p-value is less than 0.05 (5%) level of significance. From the Table 14 above, since the calculated p-value of 0.348 is greater than 0.05 (5%) level of significance, the researcher accepted the null hypothesis, which states that unrealistic expectations have no significant relationship with academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State. A coefficient of -0.095 implies that unrealistic expectations has a negative relationship with academic performance. Also, as shown by the t-value of -0.940, this would mean that unrealistic expectations led to -0.940% decrease in academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State. The f-stat value (12.883) which is significant at 1% level implies that the model returning this result is correct and valid. The R² value of 0.40 implies that the model explains a total of 40% of the variation in the dependent variable while 60% of the variation is explained by variables not included in the model.

The second hypothesis (H_{02}) was that Distractions have no significant relationship with academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State.

Table 15. Regression Results for hypothesis two

Dependent Variable	Coef.	Std. Error	t-stat	p-value
Academic performance				
Model Parameters				
Const.	2.265	.333	6.793	.000
Distractions	.093	.090	1.037	.301
Model Characteristics				
F-Stat	9.076			
R-Square	.045			
Adj. R ²	.037			
D-W Stat.	1.828			

Source: Researcher's Computation (2023) from SPSS Output.

The test of the null hypothesis (H_0) against the alternate hypothesis (H_1) is that H_0 is rejected if the calculated p-value is less than 0.05 (5%) level of significance. From the Table 15 above, since the calculated p-value of 0.301 is greater than 0.05 (5%) level of significance, the researcher accepted the null hypothesis, which states that Distractions have no significant relationship with academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State. A coefficient of 0.093 implies that distractions have a positive relationship with academic performance. The f-stat value (9.076) which is significant at 1% level implies that the model returning this result is correct and valid. The R² value of 0.045 implies that the model explains a total of 45% of the variation in the dependent variable while 55% of the variation is explained by variables not included in the model.

The third hypothesis (H_{03}) was that Interruptions have no significant relationship with academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State.

Table 16. Regression Results for hypothesis three

Dependent Variable	Coef.	Std. Error	t-stat	p-value
Academic performance				
Model Parameters				
Const.	2.805	.286	9.800	.000
Interruptions	-.069	.086	-.803	.423
Model Characteristics				
F-Stat	11.644			
R-Square	.053			
Adj. R ²	.042			
D-W Stat.	1.546			

Source: Researcher's Computation (2023) from SPSS Output.

The test of the null hypothesis (H_0) against the alternate hypothesis (H_1) is that H_0 is rejected if the calculated p-value is less than 0.05 (5%) level of significance. From the Table 16 above, since the calculated p-value of 0.423 is greater than 0.05 (5%) level of significance, the researcher accepted the null hypothesis, which states that interruptions have no significant relationship with academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State. A coefficient of -0.069 implies that interruptions have a negative relationship with academic performance. Also, as shown by the t-value of -0.803, this would mean that interruptions led to 0.803% decrease in academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State. The f-stat value (11.644) which is significant at 1% level implies that the model returning this result is correct and valid. The R² value of 0.053 implies that the model explains a total of 53% of the variation in the dependent variable while 47% of the variation is explained by variables not included in the model.

The fourth hypothesis (H_{04}) was that Procrastination has no significant relationship with academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State.

Table 17. Regression Results for hypothesis four

Dependent Variable	Coef.	Std. Error	t-stat	p-value
Academic performance				
Model Parameters				
Const.	2.937	.285	10.305	.000
Procrastination	-.104	.080	-1.307	.193
Model Characteristics				
F-Stat	10.708			
R-Square	.068			
Adj. R ²	.043			
D-W Stat.	1.843			

Source: Researcher's Computation (2023) from SPSS Output.

The test of the null hypothesis (H_0) against the alternate hypothesis (H_1) is that H_0 is rejected if the calculated p-value is less than 0.05 (5%) level of significance. From the Table 17 above, since the calculated p-value of 0.193 is greater than 0.05 (5%) level of significance, the

researcher accepted the null hypothesis, which states that Procrastination has no significant relationship with academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State. A coefficient of -0.104 implies that procrastination has a negative relationship with academic performance. Also, as shown by the t-value of -1.307, this would mean that procrastination led to 1.307% decrease in academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State. The f-stat value (10.708) which is significant at 1% level implies that the model returning this result is correct and valid. The R² value of 0.068 implies that the model explains a total of 68% of the variation in the dependent variable while 32% of the variation is explained by variables not included in the model.

5. DISCUSSION

In the first hypothesis, unrealistic expectations maintained a negative relationship with academic performance as seen in the negative coefficient of -0.095. Based on the results, it was found that unrealistic expectations have no significant relationship with academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State. This finding is consistent with the findings of Kao, Tsai, and Martens (2013) that students who hold unrealistic expectations regarding their academic performance are more likely to experience difficulties in adapting to the demands of college, leading to lower performance and grades. Distractions maintained positive relationship with academic performance in the second hypothesis as seen in the positive coefficient of 0.093. Based on the results, it was found that distractions have no significant relationship with academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State. This finding is consistent with the finding of Junco and Cotten (2012) that students who engage in high levels of multitasking, such as using social media or texting while studying, had lower grades compared to those who focus on their academic tasks without distractions. Also, interruptions maintained a negative relationship with academic performance in the third hypothesis as seen in the negative coefficient of -0.069. Based on the results, it was found that interruptions have no significant relationship with academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State. This finding is consistent with the finding of Monk et al. (2008) that interruptions during critical tasks can lead to errors, emphasizing the negative impact of interruptions on task accuracy and completion. Moreover, procrastination maintained a negative relationship with academic performance in the fourth hypothesis as seen in the negative coefficient of -0.104. Based on the results, it was found that procrastination has no significant relationship with academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State. This finding is consistent with the finding of Schraw, Wadkins and Olafson (2007) that students who report higher levels of procrastination may have lower GPAs compared to those who exhibit lower levels of procrastination.

6. CONCLUSION AND RECOMMENDATIONS

The key objective of this study was to examine the relationship between time planning and academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State. The specific objectives of the research were to examine the relationship between unrealistic expectations and academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State; evaluate the relationship between distractions and academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State, assess the relationship between interruptions and academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State and determine the relationship between procrastination and academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State. Four hypotheses were formulated and tested in this study. Bearing in mind the nature of this study, the researcher employed the use of survey research design in which primary data was obtained through questionnaire administration. Data for this study were obtained from both primary and secondary sources. Primary data was obtained through a structured questionnaire. The questions are closed-ended, and directed to collect relevant data from the students of Ritman University, Ikot Ekpene, Akwa Ibom State. Secondary sources were information from existing literatures such as relevant textbooks, Journals and internet. The researcher employed tables and simple percentage method to analyse the research questions. However, the ordinal logistic regression technique was used to test hypotheses. The findings of the study showed that, all the independent variables maintained insignificant relationship with academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State. The study examined the relationship between time planning and academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State. All the independent variables were insignificant in explaining the changes in academic performance. By implication, it was found that, all the independent variables maintained insignificant relationship with academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State. Based on the findings of this study, it is concluded that effective time planning and management can positively influenced academic performance in Ritman University, Ikot Ekpene, Akwa Ibom State.

- There is need for students to have realistic expectations, which can decrease pressure, stress, anxiety and imbalance sense of well-being for them to perform at their best academically.
- Students should avoid distracting factors such as noise or visual stimuli, or internal factors, such as thoughts or emotions whether from multitasking, technological devices, environmental factors, or non-academic activities for effective academic performance.
- Students should manage interruptions effectively through good communication skills, planning, and the ability to prioritize tasks and activities.
- Procrastination should be avoided by timely task completion, decreased stress levels, increased motivation and proper time planning management to achieve academic goals.

7. REFERENCES

- Alex, K. (2009). *Soft Skills*. New Delhi: S. Chand & Co. Ltd.
- Allen, D. (2014). The GTD® Workflow Map. Retrieved from <https://gettingthingsdone.com/wp-content/uploads/2014/>.
- Alsalmi, Fahd Ibn Awad (2008). The Practice of time Management and its Impact on the Development of Administrative Creativity Skills among Secondary School principals, Faculty of Education, Educational Administration and Planning Department, Umm Al Qura University, Saudi Arabia.
- Altmann, E. M., & Trafton, J. G. (2007). Memory for goals: An activation-based model. *Cognitive Science*, 31(5), 705-737.
- American Association of Community Colleges (2009).
- Bailey, B. P., Konstan, J. A., & Carlis, J. V. (2001). The effects of interruptions on task performance, annoyance, and anxiety in the user interface. *ACM Transactions on Computer-Human Interaction (TOCHI)*, 7(4), 453-483.
- Britton, B. K., & Tesser, A. (1991). Effects of time-management practices on college grades. *Journal of Educational Psychology*, 83(3), 405-410.
- Chen, X., & Stevenson, H. W. (1995). Motivation and performance in mathematics achievement: A comparative study of Asian-American, Caucasian-American, and East Asian high school students. *Child Development*, 66(4), 1215-1234.
- Claessens, B. J, Eerde, W. V., Rutte, C. G, Roe, R. A. (2005). *A review of the time management literature*. Emerald Group Publishing Limited, 36 (2), 2007.
- Covey, S.R (1994). *First Things First*. Simon & Schuster.
- Drucker, P.F (2001). *The essential Drucker*. HarperCollins.
- Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14(1), 4-58.
- Eccles, J. S., Wigfield, A., Harold, R. D., & Blumenfeld, P. (1993). Age and gender differences in children's self-and task perceptions during elementary school. *Child Development*, 64(3), 830-847.
- Foerde, K., Knowlton, B. J., & Poldrack, R. A. (2006). Modulation of competing memory systems by distraction. *Proceedings of the National Academy of Sciences*, 103(31), 11778-11783.
- Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410-8415.
- Goldsmith, E. B. (2010). *Resource management for individuals and families*. (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- HERI (Higher Education Research Institute), April 28, 2015.
- Hsieh, P. C., & Sullivan, J. R. (2007). College student expectations of performance and adjustment: New insights for college counsellors. *Journal of College Counselling*, 10(1), 52-65.

- Junco, R., & Cotten, S. R. (2012). No A 4 U: The relationship between multitasking and academic performance. *Computers & Education*, 59(2), 505-514.
- Kao, R. C., Tsai, Y. M., & Martens, M. P. (2013). Unrealistic achievement goals and depression among college students. *Journal of College Counselling*, 16(2), 152-164.
- Kelly, M. (2004). *Get time on your side, Careers & Universities*, 24 (4), p.28.
- Kuznekoff, J. H., & Titsworth, S. (2013). The impact of mobile phone usage on student learning. *Communication Education*, 62(3), 233-252.
- Laurie, A., and Hellsten, M. (2002). What Do We Know About Time Management? A Review of the Literature and a Psychometric Critique of Instruments Assessing Time Management University of Saskatchewan, Canada.
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, 57(9), 705-717.
- Mark, G., Gudith, D., & Klocke, U. (2008). The cost of interrupted work: More speed and stress. *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems*, 107-110.
- Monk, T. H., Howard, M. E., & Folkard, S. (2008). Interruptions in medication tasks: Theoretical performance effects. *Ergonomics*, 51(7), 932-953.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research (Vol. 2)*. Jossey-Bass.
- Pomerantz, E. M., Moorman, E. A., & Litwack, S. D. (2007). The how, whom, and why of parents' involvement in children's academic lives: More is not always better. *Review of educational research*, 77(3), 373-410.
- Ravizza, S. M., Uitvlugt, M. G., & Fenn, K. M. (2017). Logged in and zoned out: How laptop internet use impacts academic performance. *Psychological Science*, 28(2), 171-180.
- Rosen, L. D., Carrier, L. M., & Cheever, N. A. (2013). Facebook and texting made me do it: Media-induced task-switching while studying. *Computers in Human Behavior*, 29(3), 948-958.
- Schraw, G., Wadkins, T., & Olafson, L. (2007). Doing the things we do: A grounded theory of academic procrastination. *Journal of Educational Psychology*, 99(1), 12-25.
- Sevari, K., and Kandy, M. (2011). Time management skills impact on self-efficacy and academic performance. *Journal of American Science*, 7(12), 720-726.
- Singh, A. (2010). Uijtdewilligen
- Sirois, F. M. (2007). "I'll look after my health, later": A replication and extension of the procrastination-health model with community-dwelling adults. *Personality and Individual Differences*, 43(1), 15-26.
- Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin*, 133(1), 65-94.
- Trafton, J. G., Altmann, E. M., & Ratwani, R. M. (2011). A memory for goals model of sequence errors. *Cognitive Systems Research*, 12(4), 396-408.
- Van Eerde, W. (2003). A meta-analytically derived nomological network of procrastination. *Personality and Individual Differences*, 35(6), 1401-1418.
- Wikipedia encyclopedia (2007).