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Examining the Effectiveness of Supervisory Time Management in Promoting Academic Success among Researchers at University Level

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ABSTRACT

Time management is critical to output and performance in any organizational setting or an important component in the education sector is. At academic settings like universities, the need for time management is even more critical. The necessity of time management becomes even more evident in academic environments, such as universities. In the academic setting, time management skills are essential for mentors who guide the academic progress of their mentees and supervisors who oversee research activities. The study aimed at "Examining the Effectiveness of Supervisory Time Management in Promoting Academic Success Among Researchers". The objectives of the study were: 1) To assess the academic performance of researchers based on key performance indicators in higher education, 2) To investigate the correlation between supervisors' time management strategies and the academic performance of researchers, highlighting potential influencing factors. A quantitative research design was employed, targeting PhD faculty from public and private universities in Rawalpindi and Islamabad. Eighteen universities were nominated by using simple random sampling technique. Data were collected through a self-developed questionnaire, distributed to students and faculty members and analyzed using descriptive and correlation statistical techniques. In contrast, supervisors who lacked efficient time management skills faced notable challenges in guiding their researchers, resulting in delays in thesis completion and a decline in publication quality. Ineffective time management often led to disorganized research processes, reduced motivation among team members, and missed academic milestones, ultimately impacting overall research output. Hence, it is recommended that academic institutions develop policies requiring supervisors to participate in regular time management training. Supervisors should establish structured research timelines and provide clear guidelines to researchers to prevent delays. Additionally, mentorship programs should be implemented to support supervisors in improving their organizational skills and fostering a more productive research environment.

Introduction

An important component in the education sector is time management. A clear and concise definition of the wide term "management" will never exist. None of the previous definitions have been able to fully and precisely capture the breadth and meaning of management; instead, they have all made an effort to convey the purpose, meaning, and application of management in our daily lives. The aim is to understand management complexities through various perspectives, including planned management, priorities development, time arrangement, paper work, disruptions, planning, meeting management, task delegation, and decision making (Mahnaz et al., 2023; Afaq et al., 2022). Time management is the term for a collection of certain abilities, routines, and methods used to allocate, review, and apply the schedule on a regular basis in addition to accomplishing specific goals and objectives. A healthy community life necessitates the use of time management techniques like planning, goal-setting, prioritizing, organizing, and task delegation. Not only is time management aanxiety for academics, instructors, and psychologists, but it is likewise associated with success in the workplace and in the classroom (Bibi et al., 2023).

In every aspect of life, time is crucial for both individuals and the country as a whole, according to numerous academics. By effectively regulating and using time management techniques, the likelihood of success could be raised. According to a widely read text, time is valuable and abundant, so we pass it, preserve it, squander it, keep it, purchase it, kill it, give it, take it, and make it (Khan *et al*., 2019). In Simple words, time management is the procedure of organizing one's schedule to maximize available time. It encompasses all the behaviors people engage in to optimize their time (Allen, 2001), with a more specific definition referring to the frameworks and methods people employ to deliberate over the activities they choose to engage in. Mahnaz et al., (2022b), explained that time management entails applying self-regulation progressions, coping behaviors of risk populations, and self-regulation strategies to discuss plans and their effectiveness in using procedures that are meant to help individuals achieve their goals. It also entails prioritizing plans based on activity assessments. As a result, there is less stress and more productivity.

According to Csin & Boniwell (2024), effective time management is a worldwide phenomenon. It's a procedure that includes figuring out what needs to be prioritized and setting priorities for tasks. It is really hard to maintain and keep under control. The general consensus is that time is uncontrollable. Time is a material entity that is difficult to control; instead, a man must adapt to its movement. In the last four to five decades, there has been a growing need for greater leisure time. Time management suggests a significant discrepancy between people’s estimates of their time utilization and the final outcome.

Time management is critical to output and performance in any organizational setting or an important component in the education sector is. At academic settings like universities, the need for time management is even more critical. The necessity of time management becomes even more evident in academic environments, such as universities. In the academic setting, time management skills are essential for mentors who guide the academic progress of their mentees and supervisors who oversee research activities. A fascinating area of study that has potential applications in productivity enhancement, goal attainment, and the creation of a supportive academic atmosphere is the relationship between supervisors' time management strategies and researchers' performance (Mahnaz & Kiran, 2024a).

A number of variables, including as stricter standards for publication output, more competition for research funding, and the requirement for significant research outputs, have caused a significant shift in the higher education landscape in recent years. Supervisors and researchers are under increasing pressure to maximize their time in order to meet these expectations in this scenario.

However, the way supervisors manage their time and support their research teams may have a chief influence on the efficiency and efficiency of research projects conducted at academic institutions (Mahnaz & Kiran, 2024b; Sibt-e-Ali et al., 2024). The phrase "time management" became widely used in the 1950s and 1960s to refer to a tool that helped managers better utilize their time. The tool's dos and don'ts were derived from real-world experiences. While the phrase implied time management, in practice, time management is applied to activities. When deciding what to accomplish, how much time to spend on each activity, how to finish chores faster, and when to finish particular tasks, time management is self-management that specifically takes time into account. The primary objective of time management is to solve problems. Examples of common problems include the inability to manage distractions, limit pressure, and postponement, lack of self-discipline, uncertain personal goalmouths, and difficulty proverb "no," extreme social connections, indecision, perfectionism, a messy desk, and so forth (Mahnaz et al., 2022a).

A social network site is an interactive verbal exchange platform where users can create an account to join a specific social network site. They usually use their personal accounts to stay connected with their respective individuals in the same way by using social network sites. Social Network Sites are basically used in the field of communication and have gained importance as an effective means of distant communication. Their requirement in the current age had made the massive contribution of modern technology (Mahnaz et al., 2022). Time management is crucial in academia, where researchers and supervisors have numerous deadlines and responsibilities to meet. Allocating time effectively to various projects and activities is essential for academic success. Short-term planning ensures progress on research initiatives, while long-term planning helps achieve broad goals over time. Balancing short-term goals with long-term objectives allows for success in the academic environment. Effective time management enhances research productivity and outcomes, leading to academic success. Deprived time management can outcome in stress, missed deadlines, and diminished output. Understanding the impact of time on academic endeavors is key to improving time management strategies and research productivity (Mahnaz & Kiran, 2024c).

Academic Achievement according to Wajid Mahnaz and Sidra Kiran (2024) refers to how well a student performs in their studies, typically measured through grades, test scores, or other assessments. It reflects a student's ability to understand, learn, and apply the knowledge and skills taught in school. Higher academic achievement usually means that a student has a strong understanding of the material and can demonstrate it effectively through exams or assignments.

Statement of the Problem

Despite the topic's acknowledged relevance, there is still a significant knowledge vacuum regarding the relationship between supervisors' time management strategies and university researchers' performance. In order to understand the intricate ways in which supervisors' time management techniques disturb the productivity, efficacy, and overall success of the research teams they oversee, a thorough investigation of this gap is necessary. Therefore, this study's main aim is to thoroughly explore and evaluate the relationship between researchers' performance and supervisors' time management techniques, with an emphasis on elucidating the ways in which supervisors' time management strategies affect the productivity, research outputs, and overall academic success of their mentees.

Objectives of the Study

Following were the objectives of this study:

1. To assess the academic performance of researchers based on key performance indicators in higher education.

2. To investigate the correlation between supervisors' time management strategies and the academic performance of researchers, highlighting potential influencing factors.

Hypotheses

H1: Researchers' academic performance is significantly influenced by key performance indicators in higher education.

H2: There is a significant positive correlation between supervisors' time management strategies and the academic performance of researchers, with potential influencing factors affecting this relationship.

Significant of the Study

This study will support researchers' in order to optimize their own time management and productivity and Enhances understanding of the supervisor-researcher relationship and its impact on research outcomes. The study findings add supervisors to recognizing key time management skills and practices that positively impact researcher performance also providing evidence-based references for supervisors' to enhance their time management strategies, furthermore, enhancing their leadership and mentorship capabilities. Furthermore, offers practical recommendations to improve research quality and productivity universities 'supervisors' in efficiently managing their time, which will have a direct impact on their researchers' speculative success. Moreover, by improving the caliber and significance of research supported by HEC and bolstering research capacity and competitiveness in higher education institutions, this study assists policy makers in creating efficient research management systems and practices.

Delimitation of the Study

The current study was delimited to:

1. Public and Private Universities of Rawalpindi and Islamabad.
2. Public and Private Universities of Rawalpindi and Islamabad.
3. *Supervisors at M. Phil/PhD level.*
4. Session 2023-2025.

Conceptual Framework of the Study

Current research study basically includes two variables: Supervisor time management strategies (independent variable). Indicators of independent variable were Avoid Multitasking, Prioritization, Manage communications, Reduce Procrastination, Stress Management dependent variable which have two indicators were Thesis write –up and Publications included.

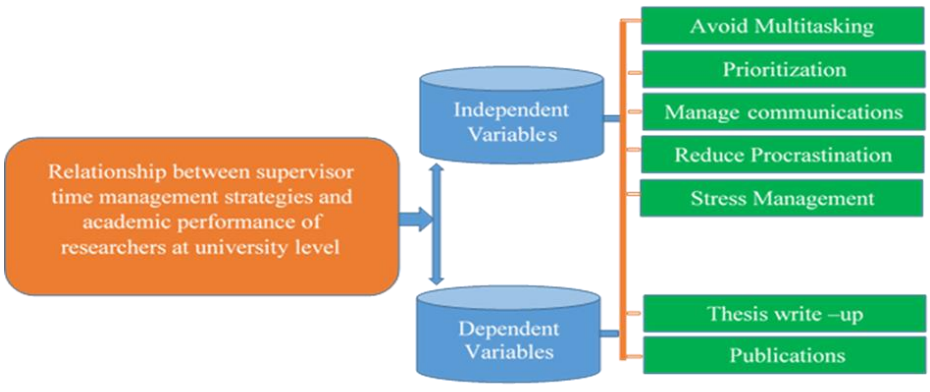

Figure 2.1: ***study's Conceptual framework***

The conceptual framework for this study focuses on the relationship between supervisors' the independent variable (supervisor time management strategies) influences the dependent variable (academic performance of researchers). Supervisors play a critical role in development an environment encouraging to academic success. Their ability to efficiently manage time directly impacts the research outcomes, including the completion of theses and the quality of publications.

Literature Review

According to Murerwa & Lesiyampe, (2015), Establishing Clear Objectives, decide on your short-term and long-term aspirations. Utilize SMART goals to direct your actions effectively. Second principle is Priority; determine which tasks are the most crucial and pressing. Instruments such as the Eisenhower Matrix assist in categorizing tasks by urgency and importance and lastly most important is planning and scheduling: Formulate a strategy for task completion and establish timetables for efficient time management. Methods consist of to-do lists, Gantt charts, and time-blocking

Techniques and Tools of time management

First and most important tool of time management is a time-blocking which involves assigning certain time blocks to various tasks or activities. Then commodore technique, it comprises working for twenty five minutes followed by a five 5 minute break. After completing four sessions, make sure to take a longer break and the Eisenhower matrix, this involves sorting tasks into four quadrants (urgent and important, not urgent however imperative, urgent but not important, neither urgent nor important) for prioritization. Lastly GTD (Getting Things Done) is a technique that entails capturing, clarifying, organizing tasks into actionable items, staying on top of them regularly, and completing those (Mahnaz et al., 2025).

Efficient time management is vital for individuals to effectively manage and make use of their time. Through the utilization of a range of abilities and techniques, people can efficiently handle their responsibilities and enhance performance and accomplishments within a company. The main objective of utilizing time manag any organization, individuals have free time that they can choose to manage and view as their own. This period is crucial for logical and rational strategizing and addressing problems. Time management doesn't solve problems directly, but instead, it involves assigning the right amount of time to various tasks based on their importance. This guarantees that managers have the flexibility to deal with problems, emend skills is to maximize the efficiency of the existing timetable for tasks and activities. Time management methods involve the approaches and skills they use to efficiently distribute and make use of their time in the classroom, while planning lessons, and for other duties in their profession. Teachers need to prioritize time management in order to make the most of teaching hours, stay organized, and manage their many tasks effectively.

Significance of Time Management

It is impossible to control everything else if time is not managed. Improved time management raises output and performance in general. Enhancing and making the most of executives' free time—the only part of the day that they can actually control and claim as their own—is the primary objective of time management. Having free time is essential for thinking, organizing, and developing innovative solutions. Time management is not the solution for management issues. However, it offers the manager the freedom to find solutions, prepare for the future, and evaluate progress overall. Time management involves a range of methods and abilities to control the limited resource of time while finishing specific tasks, objectives, and projects. It includes various tasks such as establishing objectives, creating plans, arranging schedules, coordinating resources,

monitoring time usage, delegating effectively, and ranking tasks by importance. Initially, time management was limited to work and business tasks, but eventually it expanded to include personal activities as well. A time management system involves a mix of methods, tools, and procedures (Hussain et al., 2023).

Affording to (Sabha et al., 2012), effective time management can be achieved by setting goals first and then prioritizing all upcoming tasks according to how they contribute toaccomplishing those goals for the organization or individuals. Administrators have a lot of tasks to complete in the organization, but their time is limited, highlighting the significance of time. So, time management helps individuals identify priorities and align them with available time and incomes, according to E-zine, (2008) Time management results in organization and allows for increased fulfillment and productivity in an individual.

Improving personal productivity starts with analyzing personal values because time management is essentially managing one's life. Mahnaz et al., (2022), believes that prior to taking any action, one must first engage in another activity. Managing time effectively requires understanding one's values. Effective time management involves coordinating the order of events in alignment with priority tasks. If one does not value it, they will never be inspired or motivated to take charge of their time.

Importance of Supervisors' Time Management

Effective time management enables supervisors to minimize stress and sustain a healthy work-life balance through the establishment of achievable objectives and scheduling time for personal pursuits. Moreover, it allows them to enhance their team by scheduling time for training, feedback, and coaching, resulting in increased job satisfaction and employee development. Additionally, efficient time management enables supervisors to make well-informed decisions by setting aside time for analysis and contemplation. In this way, they are able to make knowledgeable choices that promote team accomplishment and reach organizational objectives. In general, supervisors must prioritize time management to effectively lead, achieve outcomes, and uphold a favorable work atmosphere (Filippou et al., 2021).

Time Management and Performance

According to Korir (2020), several studies indicate that job performance can be predicted by time management. For instance, Barling and colleagues discovered that car salespeople who possess superior time management abilities achieve increased sales. Macan discovered that college students who excelled in managing their time obtained higher GPAs. Similarly, Radhakrishna, said that discovered that county extension directors who possess superior time management abilities receive higher ratings from their supervisors. Many studies have looked into the potential connection between time management skills and job performance in order to understand their impact. Hall and discovered that utilizing time management skills enhances professionals' job competencies by prioritizing crucial tasks. This increased focus on high-priority tasks results in better performance from employees.

Supervisors and Role of Supervisor in the Supervisory Process

Effective supervision is critical for the success of postgraduate students and plays a significant role in their overall satisfaction with their academic experience. In order to successfully broad their research project and achieve autonomy, pupils must develop various research skills and demonstrate creativity at a doctoral level. Students require guidance and assistance in making decisions about various aspects of their research due to their limited experience and knowledge. The supervisor offers help, direction, and encouragement to the student in a process. The supervisor's role depends on how you answer the question:How much support do supervisors need

to provide students in their research? As stated by McAlpine andWeiss (2000, 6) and Lessing and Schulze (2003, 159) emphasize the significance of both the supervisor and the postgraduate student in collaborating through an interactive approach when writing the research report.

Literature suggests that in a standard supervision model for apprenticeships Supervisors need to dedicate a significant amount of time at the beginning to provide guidance and mentorship. Postgrad student studying the research issue and the research journey is an exercise in paraphrasing a given text while maintaining the original input language and word count.

Time Management and Research Productivity

Usually time management includes prioritizing, planning, hesitancy and coping mechanisms, taking notes, studying and learning techniques, and stress management, impacts people's capacity to make better use of their time and grants them control over their circumstances. Research indicates that one can acquire time management abilities through training.Maccann et al., (2012) suggest that time management may be impacted by cognition (such as goal setting and intention) and context (such as the purpose of the study environment). According to Claessens et al., (2007), time management research should consider individual traits and other factors. This is in line with their advice. Additionally, this is consistent with pertinent empirical data. For example, it has been demonstrated that high achievers possess better self-regulated learning skills, especially in time management. According to Chase et al., (2013), there are different strategies for managing time that reduce procrastination, minimize. Interruptions, and improve focus especially during research tasks. Managing your time involves setting sidewise time for errands that will contribute to reaching objectives. Method of organizing and managing one's time Incorporate observing, defining objectives, ranking, strategizing, assigning tasks, and evaluating time management.

Research Methodology

The investigation was conducted using a quantitative methodology**.** Quantitative research approaches prioritize precision in measurement and focus on the statistical, mathematical, or numerical examination of data obtained through questionnaires. Pre-existing statistical data were manipulated using SPSS software (2018).

Population of the Study

The study population consisted of 356 PhD-level supervisors from public and private universities in Rawalpindi and Islamabad (Higher Education Commission, Islamabad, 2024). Details are provided in Annex I.

Sample of the Study

The final study sample was drawn from 2 public and private universities in Rawalpindi and 12 in Islamabad. The sample consisted of 186 supervisors**,** determined following L.R. Gay's guidelines. For a population size of 360, a sample size of 186 ensures reliable results.

Sampling Technique

The current study used simple random sampling technique**,** which allows equal participation opportunities for every member of the population.

Research Instrument

A self-constructed questionnaire was used, consisting of 56 item**s** based on a five-point Likert scale**.**

Research Instrument

The primary data collection tool for this study was a self-constructed questionnaire. The questionnaire was meticulously designed to align with the objectives of the research, ensuring it comprehensively addressed the core themes under investigation. It comprised 56 items**,** segmented into thematic sections, and utilized a five-point Likert scale to capture respondents' perceptions and behaviors.

Development of the Questionnaire

The questionnaire was developed after a thorough review of existing literature to ensure its relevance and validity. Each statement was crafted to reflect the study's objectives and to capture data on specific themes, such as time management and stress reduction. Expert feedback was sought during the development process to ensure the questionnaire's reliability and comprehensiveness.

Validation of the Instrument

The instrument was subjected to pilot testing with a small group of university teachers to identify and rectify any ambiguities or inconsistencies. The pilot study ensured clarity in wording, appropriateness of items, and suitability for the target population. Based on the feedback, necessary adjustments were made.

Validity of the Research Tool

Content validity of the questionnaire was established through expert feedback. Three educational research experts reviewed the tool, and their suggestions were incorporated for refinement.

Reliability of the Research Tool

The reliability of the research instrument was calculated using Cronbach's Alpha, with a reliability value of 0.748**.**

Data Collection

Data were collected personally by the researcher from the respondents of approachable area, whereas researcher collected the data by prepaid postal services from distinct areas. The researcher took steps to maintain the privacy of the data submitted by the participants and made assured that it was not shared with any unauthorized authorities or individuals. Data were collected on five point Likert scale questionnaire for current study. There were two portions in questionnaire. Each portion was distributed in sub.. There were total 58 statements in questionnaire. Sample of the current study was 186PhDs doctors, responded the survey. 80.5 was the overall response rate for the current study.

Data Analysis

The following steps were undertaken for data analysis:

1. Coding of collected data.
2. Data entry into SPSS software**.**
3. Application of statistical techniques including Mean**,** Standard Deviation**,** and Correlation Coefficient**.**

Data Analysis

Demographic Variables

Table 1: Marital Status of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Single	87	46.8	46.8	46.8
Married	99	53.2	53.2	100.0
Total	186	100.0	100.0	

The table presents the marital status distribution of the respondents. The "Frequency" column indicates the number of individuals in each category, while the "Percent" and "Valid Percent" columns represent their proportion relative to the total sample size of 186. The "Cumulative Percent" column shows the running total of responses, reaching 100% after accounting for all categories.

The data reveals that 53.2% of the respondents are married (99 individuals), while 46.8% are single (87 individuals). This indicates a relatively balanced distribution, with a slight majority being married. The cumulative percentage confirms that all responses were valid and accounted for within the dataset.

Table 2: Departments of the respondents

Departments	Percent	Frequency	Valid	Cumulative
Education	19.9	37	19.9	19.9
Urdu	15.1	28	15.1	34.9
Islamite	11.3	21	11.3	46.2
History	11.8	22	11.8	58.1
English	12.9	24	12.9	71.0
Sociology	9.1	17	9.1	80.1
Psychology	10.2	19	10.2	90.3
Economics	9.7	18	9.7	100.0
Total	100.0	186	100.0	

The table presents the distribution of respondents across various academic departments. The "Frequency" column indicates the number of participants from each department, while the "Percent" and "Valid Percent" columns represent their proportion relative to the total sample size of 186. The "Cumulative Percent" column shows the running total, reaching 100 percent after accounting for all departments.

The data reveals that the education department has the highest representation at 19.9 percent with 37 individuals, followed by Urdu at 15.1 percent, English at 12.9 percent, and history at 11.8 percent. Other departments, including Islamic studies at 11.3 percent, psychology at 10.2 percent, economics at 9.7 percent, and sociology at 9.1 percent, have relatively lower participation. The cumulative percentages indicate that over half of the respondents belong to the first four listed departments, while the remaining are more evenly distributed across the others. This distribution highlights a diverse representation of academic disciplines in the study.

Table 3: Teaching Experiences of the respondents

Frequency	Percent	Valid Percent	Cumulative Percent
5-10	12	6.5	6.5
11-15	31	16.7	23.1
16-21	77	41.4	64.5
22-27	46	24.7	89.2
28-32	20	10.8	100.0
Total	186	100.0	100.0

The table presents the frequency distribution of a dataset with five categorized ranges. The "Frequency" column represents the number of respondents in each range, while the "Percent" column shows the percentage each category contributes to the total sample of 186. The "Valid Percent" reflects the proportion within the valid responses, which, in this case, remains the same as all responses are valid. The "Cumulative Percent" indicates the running total percentage, illustrating how the responses accumulate across categories.

The data reveals that the highest concentration of respondents (41.4%) falls within the 16-21 range, followed by 22-27 (24.7%), suggesting that most responses are clustered within these middle intervals. The cumulative percentage reaches 64.5% at the 16-21 category, meaning more than half of the respondents fall below this range. By the 28-32 range, the cumulative percentage reaches 100%, indicating all responses are accounted for. This distribution suggests a central tendency toward the 16-21 and 22-27 ranges, reflecting a majority of responses concentrated within these values.

Objective 1

Table 4: Responses to the Statement *"The researcher consistently submits work on time"*

Response Category	SDA	DA	N	A	SA	Mean	S.D
Frequency (F)	24	19	20	67	56	3.602	1.352
Percentage (P)	12.9%	10.2%	10.8%	36.0%	30.1%		

Table 4 objective Two showed the majority of respondents are in the Agree (67) and Strongly Agree (56) categories, which indicates a positive sentiment toward the statement. Disagreement (24 for SDA and 19 for DA) is relatively low compared to the agreement responses. The Neutral category (20) also indicates some level of ambivalence. Mean the mean score of 3.602 suggests that, on average, respondents lean towards agreement with the statement. This mean is closer to 4 (Agree) than to 3 (Neutral), reinforcing that most respondents feel positively about the timeliness of the researcher's submissions. Standard Deviation: standard deviation of 1.352 indicates a moderate level of variation in responses. While most respondents agree with the statement, the variability suggests that there are some A differing opinions, particularly among those who selected Neutral or Disagree.

Table 5: Responses to the Statement *"The quality of the researcher's research output meets or exceeds expectations"*

Response Category	SDA	DA	N	A	SA	Mean	S.D
Frequency (F)	8	23	33	78	44	3.682	1.096
Percentage (P)	4.3%	12.4%	17.7%	41.9%	23.7%		

Table 5 according To Objective Two showed that the majority of respondents are in the Agree (78) and Strongly Agree (44) categories, suggesting a generally positive view of the research quality. The Disagreement responses (8 for SDA and 23 for DA) are relatively low, indicating that few respondents feel that the research quality falls short of expectations. The Neutral responses (33) show some ambivalence, but they do not outweigh the positive responses. The mean score of 3.682 indicates that, on average, respondents lean towards agreement with the statement. Since this mean is closer to 4 (Agree), it supports the interpretation that most respondents perceive the research output as meeting or exceeding expectations. A standard deviation of 1.096 suggests low to moderate variability in the responses. This indicates that most respondents' opinions are relatively clustered around the mean, with fewer extreme responses. The distribution appears to be more consistent compared to the previous example, suggesting more alignment in perceptions of research quality.

Table 6: Responses to the Statement "The researcher actively engages in research discussions and contributes valuable insights"

Response Category	SDA	DA	N	A	SA	Mean	S.D
Frequency (F)	18	25	24	67	52	3.591	1.288
Percentage (P)	9.7%	13.4%	12.9%	36.0%	28.0%		

Table 6 of objective Two showed that the majority of respondents selected "Agree" (A) with 67 responses, which represents 36% of the total responses. This indicates that many participants believe the researcher actively engages in discussions and contributes valuable insights. The overall mean score of 3.591 (on a scale from 1 to 5, where 1 is SDA and 5 is SA) suggests a positive sentiment towards the researcher's engagement. A mean above 3 indicates a tendency towards agreement with the statement. The distribution shows a skew towards the positive end (Agree and Strongly Agree), while the negative responses (Strongly Disagree and Disagree) are relatively low (43 responses combined, or about 23%). The neutral responses also hold a smaller proportion (24 responses or 12.9%).The standard deviation of 1.288 indicates a moderate spread in responses, suggesting some variability in perceptions among respondents. However, since the mean is still above 3, it implies that while there are varying opinions, the overall consensus is leaning towards agreement.

Table 7: Responses to the Statement *"The researcher effectively synthesizes information to produce coherent analyses"*

Response Category	SDA	DA	N	A	SA	Mean	S.D
Frequency (F)	17	19	22	70	58	3.715	1.260
Percentage (P)	9.1%	10.2%	11.8%	37.6%	31.2%		

Table 7 according to Objective Two showed that the majority of respondents selected "Agree" (A) with 70 responses, accounting for 37.6% of the total. This indicates that a significant number of participants believe the researcher effectively synthesizes information to produce coherent analyses. The mean score of 3.715 (on a scale from 1 to 5) reflects a generally positive perception regarding the researcher's synthesis skills. A mean above 3 indicates a tendency towards agreement, suggesting that respondents view the researcher favorably in this aspect. The distribution shows that the combined positive responses (Agree and Strongly Agree) amount to 128 responses (37.6% + 31.2% = 68.8%), indicating a strong consensus that the researcher is

effective in synthesizing information. In contrast, the combined negative responses (Strongly Disagree and Disagree) total 36 responses (9.1% + 10.2% = 19.3%), which is relatively low. The neutral responses (N) make up 11.8% of the total, indicating some variability but not a dominant opinion. The standard deviation of 1.260 indicates a moderate spread in responses. While there is some variability in perceptions, the overall sentiment remains positive, with the mean score reflecting general agreement. The results suggest that respondents largely view the researcher as effective in synthesizing information to produce coherent analyses. The high number of respondents selecting "Agree" and "Strongly Agree," along with a mean score of **3.715**, supports this positive perception.

Table 8: Responses to the Statement *"The researcher seeks feedback and incorporates suggestions for improvement"*

Response Category	SDA	DA	N)	A	SA	Mean	S.D
Frequency (F)	9	22	19	73	63	3.854	1.155
Percentage (P)	4.8%	11.8%	10.2%	39.2%	33.9%		

Table 8 of Objective Two the Agree (A) category received the highest count (73), followed closely by Strongly Agree (SA) with 63. Together, they account for 73.11% of responds. This indicates a strong overall positive sentiment towards the statement about the researcher seeking feedback and incorporating suggestions for improvement. The Neutral (N) category has 19 responses (about 10.19%), suggesting that a small portion of respondents neither agree nor disagree, indicating some ambivalence. Combined, the SDA (9) and DA (22) responses total 31, accounting for about 15.05%. This shows that only a minority of respondents feel negatively about the researcher's efforts in seeking feedback. A mean score of 3.854 indicates that the average response leans towards Agree, which supports the interpretation that respondents generally view the researcher's approach positively. The standard deviation of 1.155 suggests a moderate spread in responses. While many agree, the presence of neutral and negative responses shows that some respondents have differing opinions.

Table 9: Responses to the Statement *"The researcher demonstrates initiative and independence in their research endeavors"*

Response Category	SDA	DA	N	A	SA	Mean	S.D
Frequency (F)	17	13	19	75	62	3.817	1.229
Percentage (P)	9.1%	7.0%	10.2%	40.3%	33.3%		

Table 9 of objective Two showed that the mean score of 3.817 indicates that, on average, respondents lean towards Agree (A) with the statement. This suggests a general consensus that researchers show initiative and independence in their research. The majority of respondents selected Agree (A) (40.3%) and Strongly Agree (SA) (33.3%). This indicates that a significant proportion of respondents view researchers positively in terms of their initiative and independence. The combined percentage of those who selected Strongly Disagree (SDA) and Disagree (DA) (16.1%) is relatively low compared to the agree responses, suggesting that negative perceptions are not prevalent among respondents. A neutral response (10.2%) is also noted, indicating that some respondents may feel indifferent about the statement or may not have enough information to make a judgment. The standard deviation of 1.229 suggests a moderate level of agreement among respondents, with most ratings clustered around the mean but allowing for some variability in

perceptions. A lower standard deviation would indicate more consensuses, while a higher one would show more diversity in opinions.

Table 10: Responses to the Statement *"The researcher effectively manages their time to balance research tasks and commitments"*

Response Category	SDA	DA		A	SA	Mean	S.D
Frequency (F)	11	28	19	69	59	3.736	1.221
Percentage (P)	5.9%	15.1%	10.2%	37.1%	31.7%		

Table 10 of Objective Two showed the mean score of 3.736 indicates that, on average, respondents tend to Agree (A) with the statement. This reflects a general positive perception regarding the researchers' ability to manage their time effectively. The majority of respondents selected Agree (A) (37.1%) and Strongly Agree (SA) (31.7%). Together, these categories account for 68.8% of respondents, indicating that a significant majority believe that researchers manage their time well.A combined total of 21% (SDA + DA) selected negative responses, indicating that while some respondents do have concerns about time management, it is a small proportion relative to the positive responses. The Neutral (N) category accounts for 10.2% of responses, suggesting a segment of respondents may feel indifferent or unsure about the effectiveness of time management among researchers. The standard deviation of 1.221 indicates a moderate level of agreement among respondents. While there is a general tendency to agree, some variability exists, showing that not all respondents share the same views on this statement.

Table 11: Responses to the Statement *"The researcher demonstrates resilience and perseverance when faced with challenges"*

Response Category	SDA	DA	N	A	SA	Mean	S.D
Frequency (F)	9	17	29	79	52	3.795	1.096
Percentage (P)	4.8%	9.1%	15.6%	42.5%	28.0%		

Table 11 according to Objective Two showed the mean score of 3.795 indicates that, on average, respondents tend to Agree (A) with the statement. This suggests a generally positive view of researchers' resilience and perseverance in facing challenges. The majority of respondents selected Agree (A) (42.5%) and Strongly Agree (SA) (28.0%), accounting for a combined total of 70.5%. This indicates that a significant portion of respondents believes that researchers shown resilience and perseverance. A total of 13.9% of respondents selected negative responses (SDA + DA), indicating that only a small minority feels negatively about researchers' ability to face challenges. The Neutral (N) category represents 15.6% of responses, suggesting some respondents may feel indifferent or uncertain about the resilience and perseverance of researchers. The standard deviation of 1.096 indicates that there is relatively low variability in the responses. Most respondents are aligned in their opinions, with less divergence in how they perceive the statement.

Table 12: Responses to the Statement *"The researcher demonstrates willingness to learn and grow academically"*

Response Category	SDA	DA	N	A	SA	Mean	S.D
Frequency (F)	17	19	19	75	56	3.720	1.250
Percentage (P)	9.1%	10.2%	10.2%	40.3%	30.1%		

Table 12 of Objective Two showed that the majority of respondents (36.6% agree and 27.3% strongly agree) indicate a positive perception of the researcher's willingness to learn and grow academically. Together, 63.9% of respondents (agree + strongly agree) view the researcher positively regarding this trait. The combined percentages of those who disagree (8.3% strongly disagree and 9.3% disagree) total only 17.6%, suggesting that a small minority of respondents do not view the researcher positively in this regard. A mean score of 3.720 suggests that respondents generally lean towards agreement. Since the scale likely ranges from 1 (Strongly Disagree) to 5 (Strongly Agree), a mean above 3 indicates a favorable overall perception. The standard deviation of 1.250 indicates some variability in responses, but not excessively high. This suggests that while the majority agrees, there are some differing opinions among the respondents.

Objective 2

Table 13: Relationship between time management strategies of supervisors and performance of researcher

		Time Management Strategies	**Performance**
Time Management Strategies	Pearson Correlation	1	.277
	Sig (2-tailed)		.000
	N	186	186
Performance	Pearson Correlation	.277	1
	Sig.(2- tailed)		.000
	N	186	186

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

The table presents the correlation analysis between time management strategies and performance among 186 participants. The Pearson correlation coefficient between time management strategies and performance is 0.277, indicating a weak but positive relationship. This suggests that as students' time management strategies improve, their performance also tends to increase, though the association is not particularly strong. The significance value ($p = 0.000$) is below the standard threshold of 0.05, confirming that the correlation is statistically significant, meaning the relationship is unlikely to have occurred by chance.

Overall, the findings suggest that while time management strategies contribute to performance, other factors may also play a crucial role in determining academic success. The positive correlation implies that effective time management may aid in improving performance, though the relatively low correlation coefficient suggests that additional variables should be considered to fully understand the impact. Since the sample size is 186**,** the results can be considered reliable within this study's context.

Findings

1. In contrast, supervisors who lacked efficient time management skills faced notable challenges in guiding their researchers, resulting in delays in thesis completion and a decline in publication quality**.** Ineffective time management often led to disorganized research processes, reduced motivation among team members, and missed academic milestones, ultimately impacting overall research output.
2. The results show a significant positive correlation ($r = .277$, $p = .000$) between time management strategies and performance. This suggests that better time management is associated with improved academic performance.

Discussion

Conversely, supervisors who lacked efficient time management skills faced significant challenges, resulting in delays in thesis completion and reduced publication quality. Research has consistently demonstrated that poor time management leads to decreased academic motivation and an increased likelihood of missing deadlines (Nonis & Hudson, 2010; Rivers, 2017). Inefficient time management often results in a lack of organization, which can negatively impact research team dynamics and overall output (Misra & McKean, 2000; Lay & Schouwenburg, 1993). Additionally, studies indicate that ineffective time allocation contributes to heightened stress and anxiety among researchers, further impeding productivity (Zhang & RiCharde, 1998; Adam & Jex, 1999). These findings suggest that implementing structured time management practices can significantly mitigate these challenges, leading to improved research outcomes.

The significant positive correlation ($r = .277$, $p = .000$) between time management strategies and performance further supports the role of time management in enhancing academic success. This correlation is consistent with prior studies demonstrating that students and researchers with strong time management skills achieve higher academic performance (Kahraman & Aktepe, 2019; Trueman & Hartley, 1996). Similar research by Oettingen et al. (2015) indicates that individuals who develop clear goals and structured time management plans are more likely to succeed academically. Furthermore, other studies confirm that effective time management reduces procrastination, improves concentration, and enhances overall productivity (Steel, 2007; Ariely & Wertenbroch, 2002). The findings emphasize the importance of integrating structured time management strategies in academic and research settings to maximize efficiency and performance.

Recommendations

1. In contrast, supervisors who lacked efficient time management skills faced notable challenges in guiding their researchers, resulting in delays in thesis completion and a decline in publication quality. Ineffective time management often led to disorganized research processes, reduced motivation among team members, and missed academic milestones, ultimately impacting overall research output. Hence, it is recommended that academic institutions develop policies requiring supervisors to participate in regular time management training. Supervisors should establish structured research timelines and provide clear guidelines to researchers to prevent delays. Additionally, mentorship programs should be implemented to support supervisors in improving their organizational skills and fostering a more productive research environment.
2. The results show a significant positive correlation ($r = .277$, $p = .000$) between time management strategies and performance. This suggests that better time management is associated with improved academic performance. Hence, it is recommended that students and researchers integrate time management strategies into their daily routines to enhance academic success. Educational institutions should introduce time management courses as part of their curriculum to equip students with essential skills. Moreover, supervisors should encourage researchers to use productivity-enhancing techniques, such as goal-setting and time blocking, to optimize performance and academic achievements.

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