

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



FINAL RESEARCH REPORT

**“TIME MANAGEMENT OF INTERMEDIATE INTENSIVE ENGLISH I STUDENTS
FOR LEARNING ENGLISH AT THE FOREIGN LANGUAGE DEPARTMENT,
UNIVERSITY OF EL SALVADOR, YEAR 2020.”**

**IN ORDER TO OBTAIN THE DEGREE OF BACHELOR OF ARTS IN ENGLISH
WITH EMPHASIS IN TEACHING.**

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INDEX

ABSTRACT	i
INTRODUCTION	ii
I. RESEARCH TOPIC	1
II. STATEMENT OF THE PROBLEM	1
A. DESCRIPTION OF THE PROBLEM.....	1
B. OBJECTIVES	2
1. GENERAL OBJECTIVE:.....	2
2. SPECIFIC OBJECTIVES:	2
C. RESEARCH QUESTIONS.....	3
D. JUSTIFICATION / RATIONALE	4
E. DELIMITATION OF THE PROBLEM.....	4
A. HISTORICAL FRAMEWORK	5
B. THEORETICAL FRAMEWORK.....	10
THE FOUR TIME MANAGEMENT QUADRANTS.....	16
Quadrant 1 – urgent and important	16
Quadrant 2 – not urgent but important	16
Quadrant 3 – urgent but not important	17
Quadrant 4 – not urgent and not important	17
What is the Pickle Jar Theory?.....	17
How does it work?	19
III. GENERAL TERMS	21
IV. TYPE OF STUDY	21
V. RESEARCH DESIGN	22
VI. POPULATION AND SAMPLE	22
A. POPULATION	22
B. SAMPLE.....	22
1 CALCULATING THE SAMPLE SIZE.....	22
2 CALCULATING STRATA.	23
C. PROCEDURE TO SELECT THE NUMBER OF THE SAMPLE.	25
VII. DATA GATHERING PROCESS	29
A. DATA GATHERING PLAN.....	30

VIII. DATA ANALYSIS	32
IX. FINDINGS	73
X. CONCLUSIONS	77
XI. RECOMMENDATIONS	78
XII. TECHNIQUES AND INSTRUMENTS	80
XIII. THE RESEARCH REPORT	80
FORMAT FOR A MIXED RESEARCH REPORT	80
REFERENCES	83
ANNEXES	85
A. TIME TABLE	85
B. CONCORDANCE TABLE	86
C. INSTRUMENTS	99
D. CODING AND CLASSIFYING DATA	107

ABSTRACT

The problem being researched is about students' priorities regarding personal activities or study habits which are activities they do for learning English; students prefer wasting time developing their own personal activities, even when those activities do not bring anything productive for them, instead of developing activities that would help them to learn more about their field of study. That is why, the topic of time management has turned into a real problem for students in Higher Education and, consequently, for Foreign Language Department students. In this sense, the main objective researchers have stated is to describe how students from Intermediate Intensive English I at the Foreign Language Department manage their time for learning English at the University of El Salvador. Therefore, the methodology that is going to be used during this research project is a mixed research approach; it is a combination of both, qualitative and quantitative approaches. However, in this research project, qualitative research is the predominant one, more than quantitative research, and one of the expected results is to raise students' awareness on the importance of time management and its impact on students' learning success or failure.

Keywords: Study habits ; Time management ; Procrastination

INTRODUCTION

Understanding the importance of time management is essential for everyone to live an organized life. A conscious control, when imposed over the amount of time spent in doing day-to-day activities, would enable students to set priorities and deadlines; thus, they would be able to accomplish tasks within the set time limit. Time management is possible by understanding the theories, principles, and techniques proposed by scholars and philosophers who have understood its significance in life. Therefore, studying the time management theories would help students to organize, plan, and schedule their responsibilities, activities, and the most coveted goals of their lives in the right manner. And then, they would channel their energy towards that specific direction to increase their productivity.

The pickle jar theory is very simple to understand and execute. **(Wright, J. (2002). *Time management: The pickle jar theory. A List Apart, 146, 1-5***). The experiment is actually a time management model that will aid people in prioritize their work and in reaching the milestones of their life. To understand the concept, you can try it out practically. Take a pickle jar and fill it with rocks, it can be observed that the spaces in between the rick stones could be filled up with pebbles. The jar becomes more compact after filling it with pebbles, but still there are inconspicuous spaces that can be compacted with sand. Now, pour water over it and close the lid.

The pickle jar is the replica of people's life. (The Pickle Jar Theory" by Sandy Klim. No date). The major responsibilities of their life or their goals are represented by the rocks that take up most of the space, this implies that they should dedicate more time to such goals. The chipped stones or the pebbles symbolize their hobbies, that require comparatively less time than the important goals; the daily chores of people lives are the sand particles that are perfectly placed between their goals and hobbies; lastly, the water is the distractive force in people`s lives that takes away their attention from the path of success. Apart from teaching people the right way to manage time, this theory also makes them aware of the fact that distractions that lead to mismanagement should be completely avoided in order to follow the right track.

Stephen Richards Covey was an eminent American non-fiction author. He was a multitalented personality who was recognized for his work as a successful businessman, educator and an influential public speaker. Stephen Covey developed an excellent method of setting priorities by examining each task in terms of urgency and importance and it is called Time Quadrants.

One simple and practical way to implement Covey's method is to write all your goals on index cards. Separate your cards on the basis of urgency. What absolutely needs to be done now, and what can wait? This should give you two piles of cards. Next, go through these two piles into items that are important and items that are not important, this should result in four piles of cards, representing four categories of goals: urgent and important, urgent but not important, not urgent but important, and not urgent and not important.

Covey calls Quadrant 1 -- the urgent and important goals -- "the quadrant of necessity". These are things that you must get done, and you must get them done now such as crises at work or finishing up a school project on a deadline. Quadrant 3 is "the quadrant of deception." These are those things that are not important but urgent, interruptions like phone calls and unimportant mail and emails live in this space. Some meetings and activities also call quadrant 3 home, it is the quadrant of deception because the urgency of the activity sometimes makes people believe that it is also important.

Quadrant 4 -- "the quadrant of waste" -- is the home of activities that are neither important nor urgent such as watching endless television, and spending a lot of time on junk mail and chatting on the phone.

The most important quadrant is quadrant 2 -- "the quadrant of opportunity" -- where you categorize activities that are important but not urgent like planning, and exercise as well as recreation and relaxation. You also perform important tasks in this quadrant before they become urgent.

For the purpose of this research project, a mixed-method research will be used since it involves both quantitative and qualitative approaches and techniques in a single study. Those who engage in such research argue that the use of both approaches provides a more complete understanding of research problems than does the use of either approach alone. Moreover, it will be a descriptive study since this topic has not been researched at the Foreign Language Department (FLD) before, it will be carried out by administering interviews and a survey.

I. RESEARCH TOPIC

Time management of Intermediate Intensive English I students for learning English at the Foreign Language Department, University of El Salvador, year 2020.

II. STATEMENT OF THE PROBLEM

A. DESCRIPTION OF THE PROBLEM

Time management is an issue every student needs to deal with in Higher Education. Some students are well organized in their study habits or activities they need to do, but some other are not worried about studying or developing activities for learning English; In general, most of the students of Higher Education at the Foreign Language Department at the University of El Salvador are in that situation, sometimes they are not thinking in organizing their time around learning activities but rather organize it and spend it on developing their personal activities.

Therefore, most of the time students think in doing what they like to do, for example: playing videogames, playing sports, playing instruments and so on. All those things are good activities that help people to be entertained, in good shape and learn something productive, but even knowing that all those activities are good for students, they should think of ways of fostering study habits and think in new activities for learning English because organizing their time for studying and developing activities that help students to learn English must be among their top priorities.

Unfortunately, that is a problem student themselves need to deal with because most of them are not thinking in placing study habits on the top of their daily activities. This is an actual problem in students at the Foreign Language Department at the University of El Salvador.

B. OBJECTIVES

1. GENERAL OBJECTIVE:

a) To describe how students from Intermediate Intensive English I, semester II, year 2020, at the Foreign Language Department manage their time for learning English at the University of El Salvador through a mixed-research approach.

2. SPECIFIC OBJECTIVES:

a) To identify the activities students from intermediate intensive English I do for learning English by making an interview and administering a questionnaire, semester II, year 2020, Foreign Language Department, University of El Salvador.

b) To establish the places where students from intermediate intensive English I practice their study habits by making an interview and administering a questionnaire, semester II, year 2020, Foreign Language Department, University of El Salvador.

c) To characterize effective time management organization among students from Intermediate Intensive English I by making an interview and administering a questionnaire, semester II, year 2020, Foreign Language Department, University of El Salvador.

d) To evaluate how often students from Intermediate Intensive English I practice study habits by making an interview and administering a questionnaire, semester II, year 2020, Foreign Language Department, University of El Salvador.

C. RESEARCH QUESTIONS

1. GENERAL QUESTION:

a) How do students from Intermediate Intensive English I, semester II, year 2020, manage their time for learning English at the Foreign Language Department at the University of El Salvador?

2. SPECIFIC QUESTIONS:

a) What are the activities students from intermediate intensive English I do for learning English, semester II, year 2020, Foreign Language Department, University of El Salvador?

b) What are the places where students from Intermediate Intensive English I practice their study habits, semester II, year 2020, Foreign Language Department, University of El Salvador?

c) How effectively do students of Intermediate Intensive English I courses manage their time for learning English, semester II, year 2020, Foreign Language Department, University of El Salvador?

d) How often do students from Intermediate Intensive English I practice study habits, semester II, year 2020, Foreign Language Department, University of El Salvador?

D. JUSTIFICATION / RATIONALE

Higher Education is always difficult and even more if students are not familiar with carrying out their short-term goals like projects, homework, presentations and other kind of activities in the University of El Salvador. Higher Education begins just one year after the high school. As a result, most of the students think that the level of the Educational System would not increase a lot, but when they realize that they do not have enough time to develop all the internal and external activities, they start getting frustrated.

Procrastination is common in El Salvador; most of the students think it would be seen as a normal behavior in this country rather than a problem that they should deal with. Students may think, working always close to the deadline of a short-term project should not affect the performance of it. On the other hand, few students are aware of the significance of dealing with time management, it can be predicted that those students may have more time not only to finish their academic activities but also do other kind of activities like practicing sports, going out to reduce stress or probably having fun playing some videogames.

This project is focused on the activities students develop for learning English at the Foreign Language Department; therefore, findings will be shared with students so that they better organize their time and invest it in meaningful important activities that add to their learning process.

E. DELIMITATION OF THE PROBLEM

Researchers are interested in gathering specific information about the activities students from the Foreign Language Department do for learning English and how they organize their time for doing those activities. They will identify the activities some groups of students from Intensive Intermediate English I do at home, if they use a specific device for studying, if they use apps for learning English, if they use online books or guides or if they plan in advance when and how to study and so on.

III. FRAMEWORK

A. HISTORICAL FRAMEWORK

In today's fast-paced world, the individual's possibility of using time efficiently is decreasing day by day. The tasks expected from people at work are increasing every year and institutions and organizations demand different things from their employees every day. Additionally, working life is becoming more complicated and the parameters affecting working life are increasingly changing. All these changes can be tolerated up to a point; however, that the rate of change is rising in itself reveals the insufficiency of time at a certain level (Uluşahin, 1999). Given that every individual has the same amount of time at their disposal, in fact, many complain they do not have enough time. Yet some manage to do more work compared to others in the same amount of time and to understand how this is possible is an important issue (Keenan, 1996).

Although time is extremely important, at the same time it is the most difficult to define and most abstract thing in our lives, something everybody feels but cannot touch and is not reversible (Passig, 2005). According to another definition, contrary to sources such as money, material, machinery and talent, time is a non-renewable, irreplaceable and irremediable source. It continuously proceeds and disappears (Eilon, 1993 p 255). Passig (2002) stresses two dimensions of the concept of "time", namely, physical and psychological. While physical time is referenced via clocks and watches, although it is related to the consciousness, both dimensions are made up of time units called psychological moments. According to Smith (1998), time is a relative concept, though it exhibits multidimensionality with its physical, philosophical, psychological and sociological features. It is as a result of this relativity that the same duration of time is perceived as shorter or longer by different individuals. Time is defined as a continuous process in which events come from the past and follow each other into the future. Çelik (2002) explains time as the necessary duration to carry out certain jobs or work.

As to the management of time, Erdem (1999) defines it as the implementation process of management functions such as planning, organizing and controlling one's own activities in order to reach targets in an individual's private and working life in the most efficient and effective way. Sayan (2005) defines time management as an opportunity to provide more time for better planning of a career, preparing for the future, reading more and learning more, following developments and improvements in technology, sparing more time for family members and acquaintances, entertaining, thinking, creating new ideas and starting new projects. To Uğur (2000 p 18), time management is the effort of using time efficiently as an essential resource to reach aims and targets. Efil (2000) defines it as an individual's power to determine a particular target among various priorities, most of which are vital, and achieving the target(s) determined, and also the skill of using a certain time period most efficiently to achieve a goal. Özgen (2000) defines it as planning time that enables us to carry out goals, targets and activities within our social life. Alay and Koçak (2003) state that comprehending and implementing time management does not solve the problem for individuals in itself, but it does help individuals reach effective solutions and consequences.

Uğur (2000) defines using time efficiently and effectively as;

1. Having clear targets and aims
2. Planning
3. Determining priorities
4. Assessing urgency

Çağlayan and Göral (2009) indicate that the concept of time is perceptive and it is essential that time be used correctly and effectively from childhood. From adolescence onwards, a sense of time management should be developed. According to Passig (2002), although time management starts to develop from early childhood, it is completed in adolescence. Passig (2005) reports two main approaches in the period from infancy to adolescence related to the development of time management. The first is the psychoanalytic approach and the second is the cognitive approach. In the psychoanalytic approach, according to Freud, perception is a part of ego development and being able to

postpone pleasure by the child. On the other hand, it is made up of single moments in infancy and, therefore, events are not related to each other and can be forgotten very soon. As the child grows up, the memory develops parallel to this growth and enables the child to connect events with each other. The child starts to understand that events happen sequentially and, in this way, a time matrix develops in the child. The time matrix is also a connection between the child and mother.

In the cognitive approach, Piaget states that the child lives in a world where there is no concept of time and that the time concept is realized gradually. In the first years of childhood, although the ability to remember, which is a pre-condition in development of the concept of past, future and present cannot be attained, it is assumed that time is experienced as the sum of all events in early childhood. Therefore, the small child lives in a world composed only of moments. However, the child understands deeply the difference between past, future and present after the age of five. Child comprehension of time in all its dimensions occurs between the ages of 14 and 18, which we refer to as adolescence. The development of using time effectively in childhood and adolescence is a matter that needs to be improved. Adolescents especially have to achieve complicated tasks such as social development, identity development, preparing for their future profession, and planning the future and academic success (Seginer and Lilach, 2004). During all these complicated developmental tasks, it is important for adolescents to be successful in comprehending the importance of time, realizing habits related to usage of time, and changing incorrect behaviors if they have developed them, because in an environment where consciousness of time cannot be achieved, an individual's control over life also disappears, and development depends on coincidence and luck.

Therefore, people are required to group their tasks and to group them in accordance with priorities. Time management is actually self-management; that is, as well as providing control over events we experience, an individual directs events by manipulating them. The success of an individual in time management can be determined through their answers to two questions; "How many events happen as we wish them to be?", and, "What is our role in the development of these events?" (Güçlü, 2001).

There is a bi-directional relationship between the terms "time management" and "anxiety". The individual who has not developed a consciousness of time will experience negative consequences such as a high level of anxiety, lack of confidence, stress, and bad habits in terms of time usage (Özkılıç, 2003). Anxiety is usually a state of nervousness mixed with sense of insecurity and a state of anticipating the future which upsets and worries the person (Öncül, 2000). Another definition of anxiety refers to it as inner and external conflicts, encountering an unaccustomed situation, object or person, or encountering a situation or object which causes fear and obsessive thoughts (Köknel, 1982). In addition to all these definitions, environmental factors such as the rapid development of technology, scientific discoveries, increasing population, and economic hardships which intensify stress, also increase anxiety. It is assumed that everything threatening the existence of an organism's well-being constitutes anxiety. Threats of physical harm, threats to the ego, and situations demanding more than the individual's capacity all cause anxiety (Atkinson and Hilgard, 1995). The teaching of research aims at developing research awareness in society and the individual by means of adopting scientific attitudes and behaviors and the giving the student the proficiency to carry it out (Ünal and Ada, 2007 p 140). As for research anxiety, this may occur along with other behaviors, such as not doing research unless it is necessary, unwillingness to carry out research, feeling uncomfortable with the idea of doing research, feeling nervous while conducting research, and lack of confidence in doing research (Çokluk et al., 2005).

The concept of time, already influential in every part of life, has also begun to affect education deeply (Özçelik, 2006). When the importance of schooling in an individual's development is considered, time is seen as one of the basic elements of productivity, similar to money, human labor and technology (Karslı, 2006). Due to the relationship between time and anxiety as active elements in the learning process, student awareness of the relation between the concept of time management and research anxiety should be raised and they should be made conscious of this. In the literature, studies on teachers and teacher candidates have mainly been carried out in terms of determining the relation between anxiety and time management (Gözel and Halat, 2010; Varışoğlu et al., 2012; Akın et al., 2013; Güleç et al., 2013). Regarding studies on the relation between time management and anxiety, we see that Eldeklioğlu (2008) analyzed

the relation between high school students' time management skills and state-continuous anxiety. Misra and McKean (2000), in their study of university students, analyzed the relation between time management, anxiety and leisure time. Most of the studies to determine the relation between time management and anxiety analyzed the time management skills of teachers and teacher candidates. Research studies on high school students' time management skills were few. It was observed that studies at high school level are predominantly related to exam anxiety, stress and state-continuous anxiety level.

Kelly (2002) proposes that examining time use efficiency involves three primary assumptions: an awareness of time, an awareness of the elements that fill time, and positive working habits. Typically, such awareness is developed through self-regulation and the development of goals and action plans, and it has been found that such time management techniques can lower student feelings of anxiety (Lang, 1992)—although they do not affect clinical conditions such depression. For Macan, Shahani, Dipboye, and Phillips (1990), the most significant aspect of time management is “Perceived Control of Time”—In their research they found that students who perceived that they were in control of their own time reported a significantly greater work–life balance; a lower sense of work overload, and less tension than their peers. This article is of value in adding to the existing knowledge base of time management issues particularly in regard to identifying the granular aspects of student time management. Here we use a modified version of the Macan et al.'s Time Management Behavior Scale as a means to the time management behaviors of undergraduate students in the Department of Electrical and Computer Engineering (DECE) at the university under study. This is done as a means to identify potential or perceived barriers to student success. This data-driven study will help guide colleagues having similar departmental discussions through illuminating significant aspects of students' time management behaviors.

B. THEORETICAL FRAMEWORK

A number of factors affect undergraduate student performance. Many of these factors may be perceived as being academic—related to the relevant skill sets that a student may have and how they access the educational offer. One of the general missions of higher education is to develop these academic skills: enhancing critical thinking and educational frameworks through teaching, feedback, and access to high quality resources. However, nonacademic factors that impact students' chances of attaining success in higher education are equally important and deserve investigation. One such nonacademic skill is time management. Good time management skills have been identified as having a “buffering” effect on stress (Misra & McKean, 2000) and are a key indication of higher performance and lower stress and anxiety in higher education (Kearns & Gardiner, 2007). However, many students find it hard to regulate both their studies and their external lives (Van der Meer, Jansen, & Torenbeek, 2010) leading to time mismanagement, poor sleep patterns, and increased levels of stress (Hardy, 2003).

Time management can be defined as clusters of behavioral skills that are important in the organization of study and course load (Lay & Schouwenburg, 1993). Empirical evidence suggests that effective time management is associated with greater academic achievement (McKenzie & Gow, 2004; Trueman & Hartley, 1996) as students learn coping strategies that allow them to negotiate competing demands. Students are tasked to juggle the work–life balance without much institutional support, and the way that higher education institutions are organized tends to lead to peaks and troughs in the student workload. Scherer, Talley, and Fife (2017) found that noncognitive personal behaviors such as a student's time perspective are effective predictors of academic outcomes as poor time management approaches mean that students find it hard to plan their work and may feel agitated toward the end of a course—when they are likely to be assessed. Ling, Heffernan, and Muncer (2003) found that students perceived poor time management to also be related to particular negative examination outcomes—whether this is actually the case or whether this is a case of self-serving bias, there is a clear association between student performance and their ability to manage time effectively.

A number of studies have identified the positive impact of time management. Time management skills have been shown to have a positive impact on student learning and student outcomes (Kearns & Gardiner, 2007; Kelly, 2002; McKenzie & Gow, 2004) and Krause and Coates (2008) report that the capacity to successfully manage their time is the foundation of students developing good study habits and strategies for success. Study habit is a pattern of behaviour adopted by students in the pursuit of their studies that serves as the vehicle of learning. It is the degree to which the student engages in the routines (e.g. reviews of materials, frequency of studying sessions, etc) occurring in an environment that is conducive to studying. Various researchers have shown that there is a positive relationship between study habits and academic performance of students (Bashir et. al, 2012; Khurshid, 2012; Mutsotso et. al, 2010). Crede and Kuncel (2008) in Mendezabal (2013) noted that non-cognitive factors like study habit, skill and study motivation, among other attitudinal constructs, accounted for incremental variance in academic performance beyond standardized tests and previous grades.

The emphasis on study habits is based on theories that have been propounded on how to enhance academic performance among students through good study habits. According to Menzel, cited by Rana and Kausar (2011), many students fail not because they lack ability but because they do not have adequate study skills. Students who have difficulty in college frequently do not have adequate study habits that affect their academic achievement. In the study of Sarwar et. al (2010), it was discovered that a significant relationship between student attitudes and academic performance exists. Without the development of effective habits, such as such motivation, metacognition, and self-regulation, students are likely to perform poorly and find it difficult to improve future performance (Baothman, Aljefri, Agha, & Khan, 2018).

Time management offers individuals the means to structure and control their activities (Claessens, van Eerde, Rutte, & Roe, 2004) and Wang, Kao, Huan, and Wu (2011) found that time management is important beyond the university campus, where the capacity to manage one's free time is found to significantly increases an individual's quality of life. O'Connell (2014) also suggests that the balance between sleep, exercise, and appropriate diet alongside an increase in "downtime" would lead to a decrease in

student illness, therefore suggesting the link between time management a physical health.

For Ponton, Carr, and Confessore (2000), learning is a function of effort and resilience, where individual approaches to learning involve students actively engaging with their studies in the face of challenges such as the perceived lack of time. Such a time management strategy is referred to as “planning behaviour” (Claessens et al., 2004) where effective time management involves understanding the effort required to address the many aspects of learning and is enhanced through motivation and goal orientation (Braxton, Hirschy, & McClendon, 2004; Law, Sandnes, Jian, & Huang, 2009; Martin, 2008). Individual student characteristics such as their motivational drivers, their self-control, and their need for attention impact their capacity to persist in times of perceived difficulty (Braxton et al., 2004) and extensive course load and the various challenges in academic curricula necessitate the use of effective study strategies (Deshler et al., 2001).

While Kelly (2002) highlights the importance of individuals having an awareness of time and the activities that fill up one’s time, Kelly also notes that not only do individuals typically underestimate or overestimate how long it takes to complete a task but that they rarely give an accurate estimation. Making effective use of time involves maximizing functions such as starting a task, staying focused, and balancing one task against another. Developing work plans may be one way to address this; however, students who typically procrastinate do not feel less anxious after developing work plans (Lay & Schouwenburg, 1993), possibly because they are aware that, although they have planned to do an activity, their innate voice tells that they will still have trouble actually starting the task and will have trouble juggling their various tasks. Britton and Tesser (1991) found a positive correlation between short-range planning and grade point average (GPA) of students, which suggests that students who are actively engaged in time management processes are likely to see attainment benefits. Britton and Tesser stated that short-range planning was a more effective time management technique than long-range planning because plans could be adjusted to fast changes or unpredictable situations, which allowed for flexibility, something that is clearly relevant in the lives of fast-paced, multitasking modern students, but also something

that might not lead to students developing effective study habits. Without the development of effective habits, such as such motivation, metacognition, and self-regulation, students are likely to perform poorly and find it difficult to improve future performance (Baothman, Aljefri, Agha, & Khan, 2018).

Students who are able to develop time management strategies and set appropriate work goals for themselves offer a self-regulatory framework (Miller, Greene, Montalvo, Ravindran, & Nichols, 1996) regarding their approach, effort, persistence, and time management. Strongman and Burt (2000) suggest that there is a relationship between academic attainment and the ability to stay on task for extended periods of time and found that students with higher academic standing took fewer and shorter breaks. They do not necessarily suggest that there is a causal relationship (in either direction) between academic attainment and ability to stay on task; however, many studies have found that high levels of motivation help maintain focus (Dupeyrat & Mariné, 2005) and are likely to lead to success in general (Deci & Ryan, 2000) as well as specific success in student outcomes (Harackiewicz, Barron, Tauer, & Elliot, 2002; Husman & Lens, 1999).

Having to come to terms with a very different way of learning, Universities have moved to online teaching in the current circumstances. Read on for some top tips (taken from an article written by Tess Reidy, in The Guardian on 26th March 2020) on how you can study effectively, at home. When looking for good places to study, we can all rule out a movie theater, a death metal concert, and a conga line. So, where does that leave us? To find the best places to study for a test, you just have to look for three things: comfort, appropriate noise levels, and information access. The key to good concentration is to avoid distractions, both visual and auditory. Adeyemo (2005) stated that study habits go beyond reading for pleasure; he perceived them as planned, deliberate, and consistent efforts made by students toward the understanding of their academic subjects that help in their academic achievement. Aquino (2011) carried out a research on students' study habits and attitudes where he observed a strong relationship between study habits and academic performance.

Although time seems to fly by, we all have the same 24 hours a day. So why is it that some people are able to accomplish so much more than the majority of the population? One possible explanation can be found in their skill to manage time more efficiently than others. But *how* is it possible to cope with the flood of tasks that all require our immediate attention? In a time where missing deadlines is not an option, the Covey time management grid can help you to manage your available time more efficiently. Covey’s matrix allows you to organize your priorities much better than before. The idea of using four quadrants to determine the priority of a task was introduced by American keynote speaker Stephen Covey, author of *The Seven Habits of Highly Effective People*. Covey’s system makes use of four different quadrants that allow you to *prioritize* tasks in relation to their importance and urgency, helping you to decide whether you need to address a task immediately or if you can postpone it. As you can see from the graphic below, the time management matrix is separated into four quadrants that are organized by importance and urgency.

	URGENT	NOT URGENT
IMPORTANT	Quadrant I: Urgent & Important	Quadrant II: Not Urgent & Important
NOT IMPORTANT	Quadrant III: Urgent & Not Important	Quadrant IV: Not Urgent & Not Important

Source: Stephen Covey, The Seven Habits of Highly Effective People

The matrix, also known as Eisenhower’s Urgent-Important Principle, distinguishes between importance and urgency:

Important responsibilities contribute to the achievement of your goals.

Urgent responsibilities require immediate attention. These activities are often tightly linked to the accomplishment of someone else’s goal. Not dealing with these issues will cause immediate consequences.

Here's a summary of the meaning of each quadrant:

Quadrant I – Important deadlines with high urgency. The first quadrant contains tasks and responsibilities that need immediate attention.

Quadrant II – Long-term development and strategizing. The second quadrant is for items that are important without requiring immediate action. Covey points out that this quadrant should be used for long-term strategizing.

Quadrant III – Distractions with high urgency. The third quadrant is reserved for tasks that are urgent, without being important. Covey recommends minimizing or even eliminating these tasks as they do not contribute to your output. Delegation is also an option here.

Quadrant IV – Activities with little to no value. The fourth and last quadrant focuses on tasks and responsibilities that do not yield any value—items that are unimportant and not urgent. These time wasters should be eliminated at any costs.

If you apply the Covey time management matrix to your own professional and private life, you will notice that the majority of your activities can be found within quadrant I and III. Experience shows that quadrant II is neglected by most people, especially in the area of their own personal development.

However, the importance of the second quadrant must not be underestimated. If you notice a big gap in this quadrant it means that your focus lies too much on the operative aspect, while the strategic perspective is left behind. For this reason, Covey addresses quadrant II as an exceptionally important part of the matrix. Without this quadrant, efficient time management would not be possible, as it requires strategic elements as well.

THE FOUR TIME MANAGEMENT QUADRANTS

Quadrant 1 – urgent and important

The activities in quadrant 1 can be differentiated into items that could not have been foreseen, and those items that could. The latter can be avoided by developing plans and paying close attention to their execution. The first quadrant should only contain those activities and responsibilities that require your immediate attention. The space is reserved for emergencies and extremely important deadlines. Should a major crisis arise you will have to postpone other tasks?

- Crises
- Pressing problems
- Projects that are deadline driven
- Emergencies
- Last-minute preparations

Quadrant 2 – not urgent but important

The items found in quadrant 2 do not have a high urgency but can play an important role in the future. This quadrant is not only reserved for strategic planning, but also to items related to health, education, exercise, and career. Investing time in these areas might not be urgent at the present day, but in the long term, it will be of the greatest importance. Pay close attention that you have scheduled enough time for quadrant 2 activities, in order to avoid them to become quadrant 1 items. Doing so will allow you to increase your capability of finishing your tasks in time.

- Planning
- Preparing
- Training
- Exercise, health, and recreation

Quadrant 3 – urgent but not important

The third quadrant summarizes items that appear to have a high urgency, but are not at all important. Some of these activities might be entirely ego-driven, without contributing any value. In fact, these activities are obstacles that stand in-between you and your goals. If possible, try to delegate these items or consider rescheduling them. If another person is causing you quadrant 3 tasks it could be appropriate to decline their request politely. If this is not an option, try to avoid being constantly interrupted by appointing timeslots to those that often need your help. This way, you can address all their issues at once, without regularly interrupting your concentration.

- Interruptions
- Meetings
- Small talk

Quadrant 4 – not urgent and not important

The fourth and last quadrant contains all those activities that do not contribute any value at all—the obvious time wasters. All the activities contained therein are nothing more than distractions; avoid them as much as you can. You should also try to eliminate all the items in this list, no matter how entertaining.

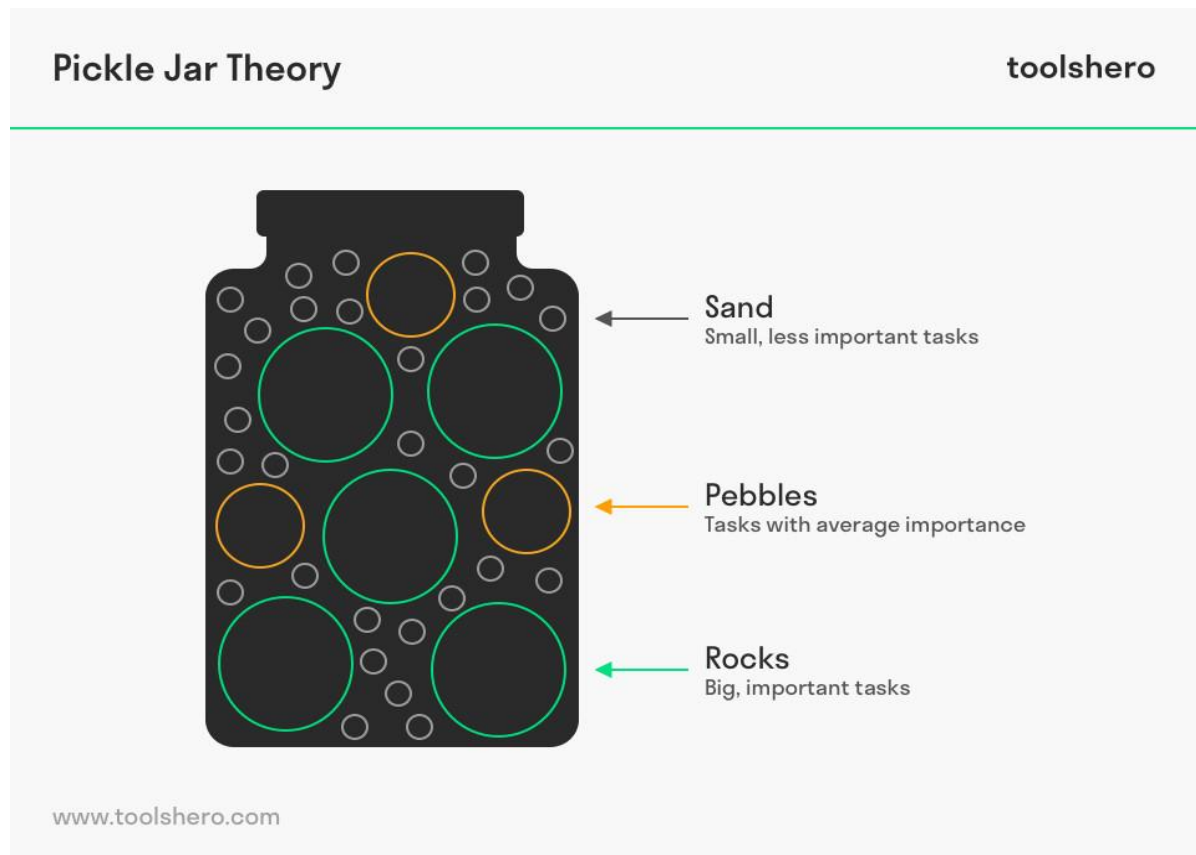
- Trivia
- Time wasters
- Surfing the Internet without purpose
- Watching TV for hours

What is the Pickle Jar Theory?

Every day, people fill out time with important, less important, and unimportant things. The Pickle Jar Theory serves as a visual metaphor to determine what is useful

and what is not useful. It helps you to set your priorities for daily life and plan tasks in such a way, that you have time to spare instead of too few hours in the day. The Pickle Jar Theory is popular for time management. Among others, Stephen Covey writes about this in his book *7 habits of highly effective people*. The principle is about a big glass pickle jar that's filled with a large number of fist-sized rocks, pebbles and a lot of sand.

Everything in the Pickle Jar Theory has a purpose. The pickle jar itself represents our daily life, what keeps us busy and how we divide our time and tasks during the day. The sand represents all the phone calls, emails, social media notifications and other disrupting elements. The pebbles metaphorically stand for the jobs we're confronted with every day and that fill our diaries. The rocks represent the important tasks in our daily lives. There'll be serious consequences if we fail to do the latter tasks.



<https://literarydecoupage.blogspot.com/2011/01/time-management-at-its-best-pickle-jar.html>

Time is limited however; after all, there are only 24 hours in a day. That's why we have to make choices. But people tend to respond immediately to impulses that reach them quickly. You have to read that email right away, you can't leave your phone ringing and a nice chat with your colleague has a function. That's all true, but the Pickle Jar Theory shows us in a simple way that it's unwise to adjust our daily activities to these small things and to plan all other tasks around them.

How does it work?

To get a good visual idea of how we generally complete our tasks, the pickle jar is first filled with sand. These are the (sometimes) meaningless tasks that we let distract us every day. Next, the pebbles are put on top of the sand; tasks that need to be completed, but can also be done on another day or at another time or by someone else. Finally, it's the rocks' turn; basically, the most important tasks we have to do on a certain day.

These are the tasks for which someone has been hired and that fall under their responsibility. Tasks that cannot be ignored or done by someone else. But it turns out that if the sand, pebbles and rocks are put in the jar in this order, there's barely any room for the rocks. The same thing happens in our daily lives; we stuff it full of unimportant tasks, but when it really matters, we don't have any time left for the important stuff.

In order to better plan the different tasks in our daily lives with their varying urgency and importance, the pickle jar is filled again. We're using the same size jar, the same amount of sand, pebbles and rocks. Only the order is now crucially different. First, the rocks are put into the jar; these highly responsible tasks really need to get done and all other tasks will be planned around them. After the rocks, it's the pebbles' turn. These represent tasks that can possibly be carried out by others or can simply wait. Finally, we add the sand; all the emails, chats, phone calls and WhatsApp messages disappear into the jar and find their way between the rocks and pebbles. And as it turns out; thanks to the better division of tasks, all ingredients now easily fit in the pickle jar.

The Pickle Jar Theory provides insight into our timetable and offers opportunities to make an effort every day to put our most important tasks at the top of the list every day.

Only then does it get easier to handle and actually meet deadlines. By not letting our daily activities be interrupted by the sand that's slipping by, it becomes easier to focus on the main tasks. The insight becomes even more clear by working with to-do lists. By carefully considering what tasks still need to be done in advance, you'll be able to treat the most important tasks as 'rocks' and put them on your list.

The hardest part about task lists is making a concrete and honest estimate of the time it will take. People tend to plan barely an hour for a job that might take two. That's why it's a good idea to include an honest time estimate when you're making a top-down task list / To-Do List. Next, the tasks have to be ordered according to priority to ensure that you will be able to actually carry out these 'rocks'. In addition, it's a good idea not to plan more than 6 hours for an 8-hour working day; after all, you need to have a buffer for the pebbles and sand.

In some professions, the day takes shape in accordance with the tasks and it's hard to plan in advance. To gain insight into a working day anyway, it's a good idea to use a so-called bottom-up list. During the day, you write down the tasks that have been completed and include how much time they took. At the end of the day, you'll have proper insight into the rocks, pebbles and sand. For jobs that include a lot of ad hoc work, it can seem like you weren't able to get to important tasks. People feel like they're being run ragged. By taking stock in a disciplined way at the end of the day, it becomes clear how the day went and what the rocks (most important tasks), pebbles (less important tasks and sand (least important tasks) were.

III. GENERAL TERMS

Internal activity: It is performed by faculty members for which there is additional compensations. They are to be limited in time and must receive prior approval on a project-by-project basis.

Procrastination: Procrastination is to voluntarily delay an intended course of action despite expecting to be worse off for the delay

Individual approaches: learning involves students actively engaging with their studies in the face of challenges such as the perceived lack of time.

Metacognition: It is, put simply, thinking about one's thinking. More precisely, it refers to the processes used to plan, monitor, and assess one's understanding and performance.

Study habits: They are regular practices a person performs to maximize their productivity, efficiency, and retention in preparation for a particular evaluation.

Time Management: Sayan (2005) as an opportunity to provide more time for better planning of a career, preparing for the future, reading more and learning more, following developments and improvements in technology, sparing more time for family members and acquaintances, entertaining, thinking, creating new ideas and starting new projects.

Task: It is a classroom activity or exercise that has an objective attainable only by the interaction among participants.

IV. TYPE OF STUDY

The study type that is going to be used in this research project is a descriptive study so that researchers will describe the case and findings. This will be a descriptive study because it has not been studied from the actual theoretical perspective and truly deserves to be described for its better understanding and application in real-study related endeavors.

V. RESEARCH DESIGN

In this research project, a non-experimental cross-sectional research design will be implemented researching and analyzing phenomenon without any type of intervention and data will be collected once at a specific period of time.

VI. POPULATION AND SAMPLE

A. POPULATION

Researchers will select a representative sample out the population. The steps in the sampling process will be the following:

1. To identify the student population taking Intermediate Intensive English I courses.
2. To request for a list of all the students from each teacher of the different groups that are part of the entire population.
3. To find out the entire population from the 3 groups and the number of students in each of the groups.

B. SAMPLE

1 CALCULATING THE SAMPLE SIZE.

Out of the population (N) of 174 students in English Intermediate I, researchers want to calculate the sample size by using calculator.net site, with the following values:

- Confidence level 95%
- Margin of error 5%
- Population proportion 50%
- Population size 174 students.

Introduce/type data and click on calculate and you will get the sample size (n) = 120 students.

Calculator.net FINANCIAL FITNESS & HEALTH

home / math / sample size calculator

Sample Size Calculator

Find Out The Sample Size
This calculator computes the minimum number of necessary samples to meet the desired statistical constraints.

Result

Sample size: 120

This means 120 or more measurements/surveys are needed to have a confidence level of 95% that the real value is within $\pm 5\%$ of the measured/surveyed value.

Confidence Level: 95%
Margin of Error: 5%
Population Proportion: 50% Use 50% if not sure
Population Size: 174 Leave blank if unlimited population size.

Calculate Clear

2 CALCULATING STRATA.

Stratifying the sample, we get:

N= 174 Population

n= 120 Sample size

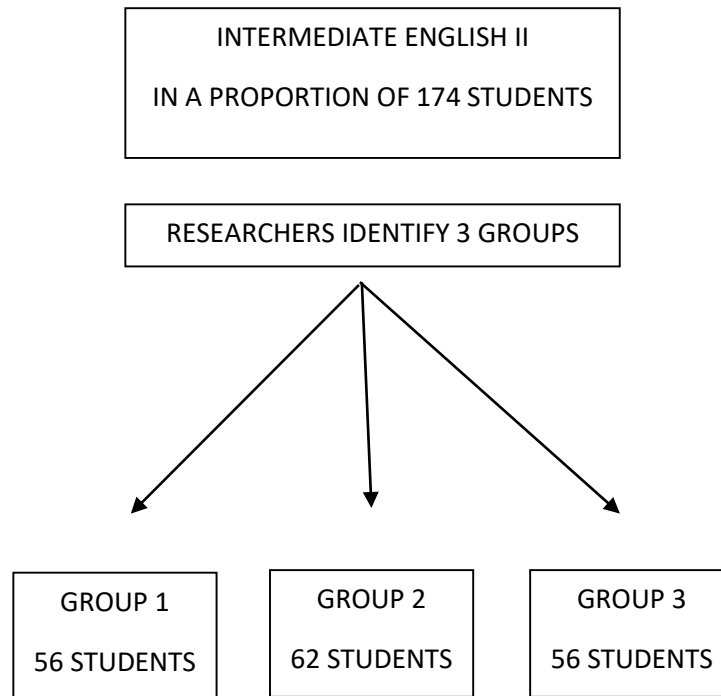
$f_h = \frac{n}{N} = X$

N

$F_h = \frac{120}{174} = 0.689655$

174

- The population is divided into 3 groups:



G1. $56 \times$

$0.6896 = 38.61 = 39$

G2. $62 \times 0.6896 = 42.75 = 42$

G3. $56 \times 0.6896 = 38.61 = 39$

$N = 174$

$n = 120$

C. PROCEDURE TO SELECT THE NUMBER OF THE SAMPLE.

- **Stratified random sampling**

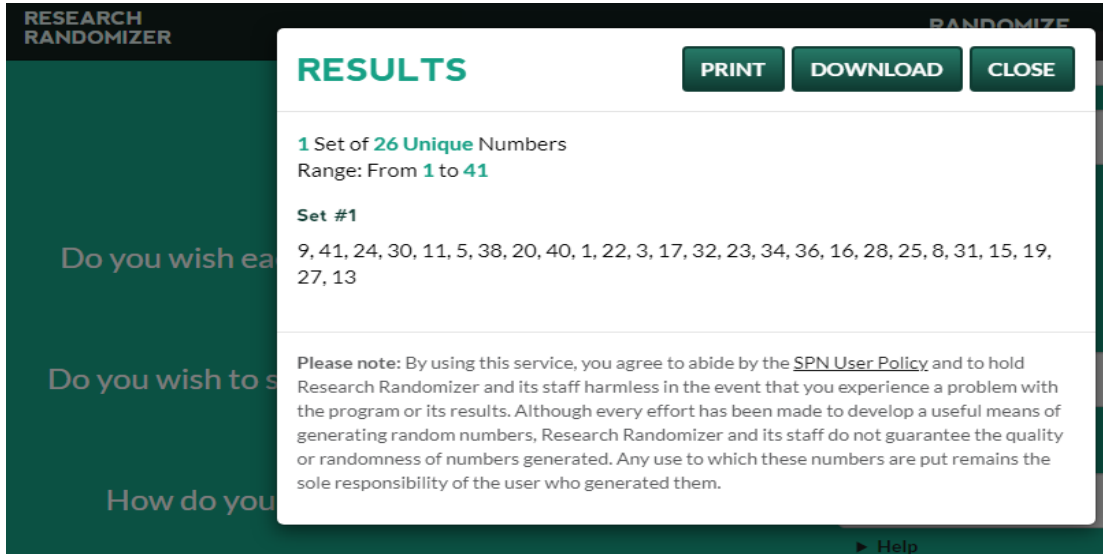
It is a technique in which the population is divided into mutually exclusive groups called strata and then a simple random sample or a systematic sample is selected from each group.

Researchers want to determine a stratified sample for a research study in Intensive Intermediate English I. There are three groups with a population of 174 students with 118 (68% female) + 56 (32% male), (group 1 =56, group 2 = 62, group 3 = 56). The stratifying variable will be gender and our sample are 120 students (80 females and 40 males)

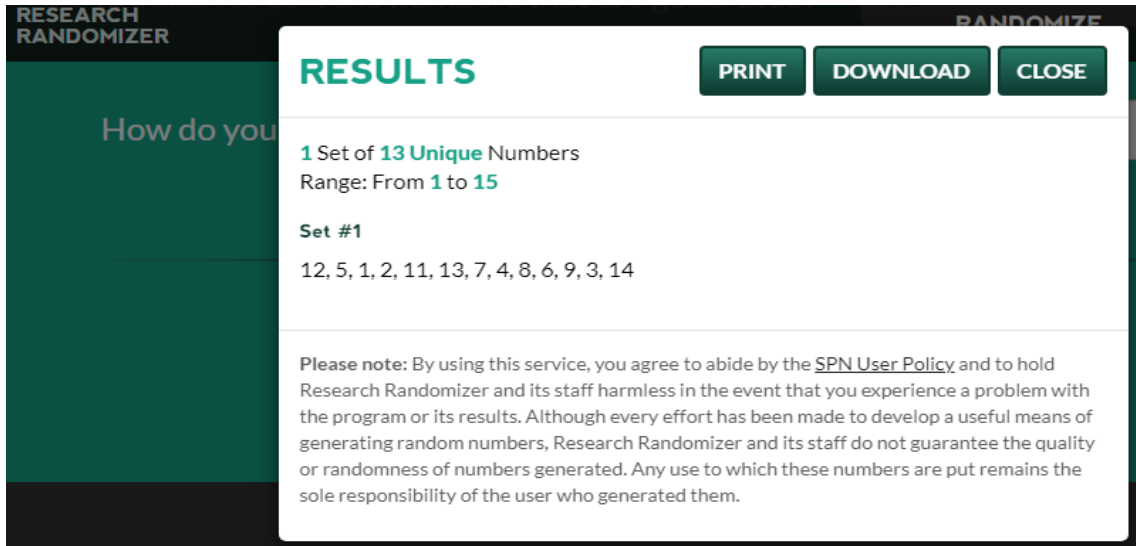
If the stratifying variable is gender, then the proportions of males and females in the sample are made to be the same as the proportions of males and females in the population. First, we calculate a constant to obtain the size of sample by strata; that is to say that we multiple the number of elements of each group by the constant: $ksh = n/N = 120/174 = 0.68$

Group	Sample by strata	Proportions	%
01	$0.68 (56) = 39$	Females 26 Males 13	(68%) (32%)
02	$0.68 (61) = 42$	Females 28 Males 14	(68%) (32%)
03	$0.68 (56) = 39$	Females 26 Males 13	(68%) (32%)
	Total, stratified sample size =120	Females 80 Males 40	(100%) (100%)

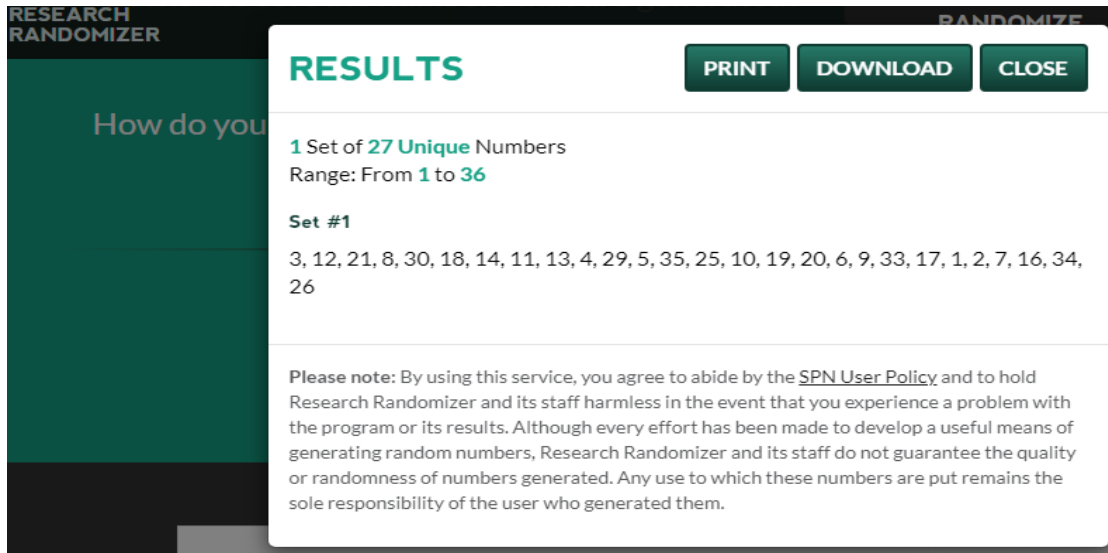
In group one in order to select the 26 females and 13 males out of the 41 females and 15 males respectively, males and females were put separately in the list. The research randomizer was used to select the 26 females out of the 41 females and the numbers selected are the following; 9, 41, 24, 30, 11, 5, 38, 20, 40, 1, 22, 3, 17, 32, 23, 34, 36, 16, 28, 25, 8, 31, 15, 19, 27, 13.



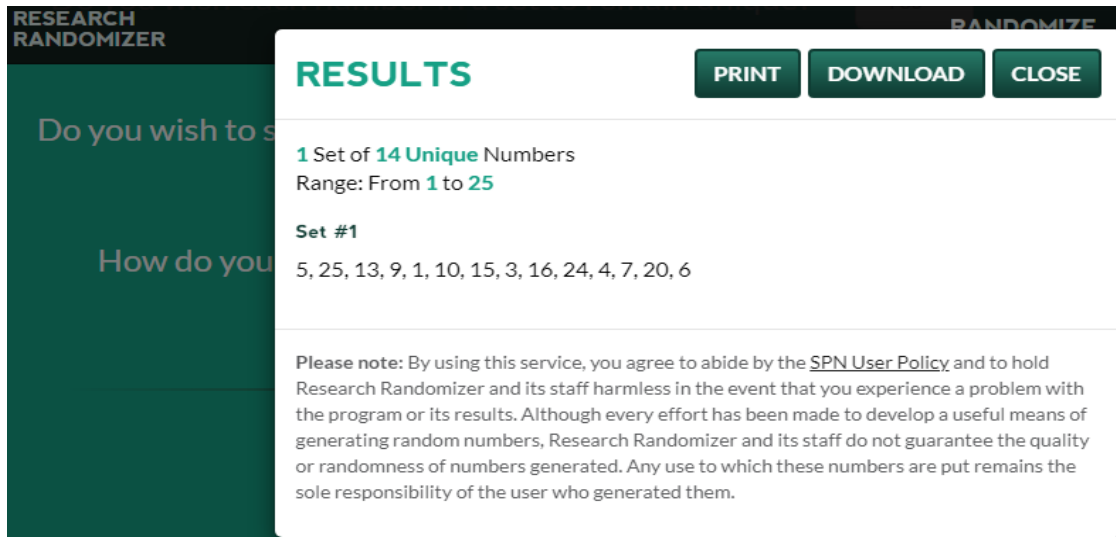
The research randomizer was used to select the 13 males out of the 15 males and the numbers selected are the following; 12, 5, 1, 2, 11, 13, 7, 4, 8, 6, 9, 3, 14.



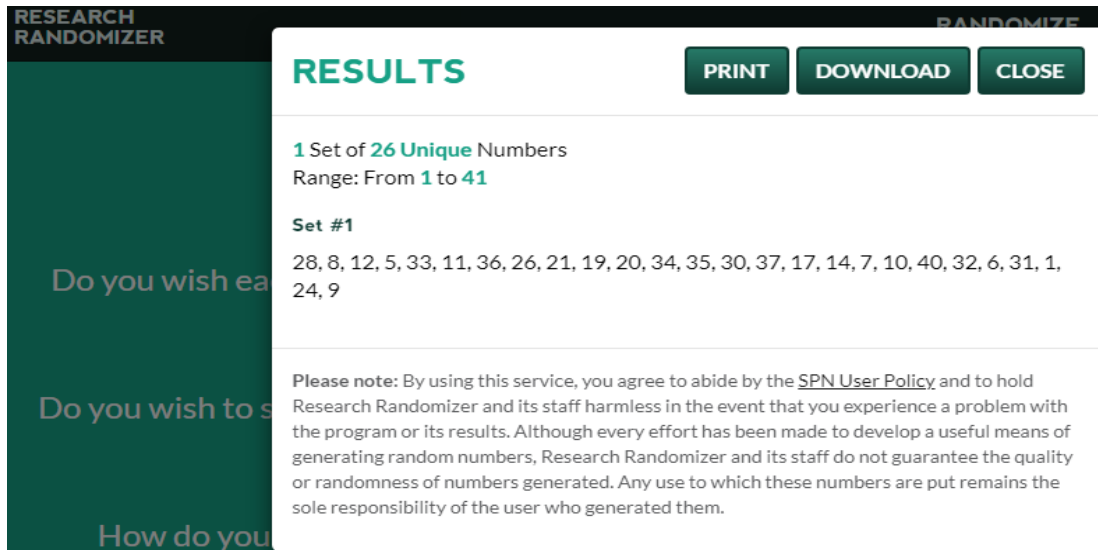
In group two in order to select the 28 females and 14 males out of the 36 females and 25 males respectively, males and females were put separately in the list. The research randomizer was used to select the 27 females out of the 36 females and the numbers selected are the following; 3, 12, 2, 8, 30, 18, 14, 11, 13, 4, 29, 5, 35, 25, 10, 19, 20, 6, 9, 33, 17, 1, 2, 7, 16, 34, 26.



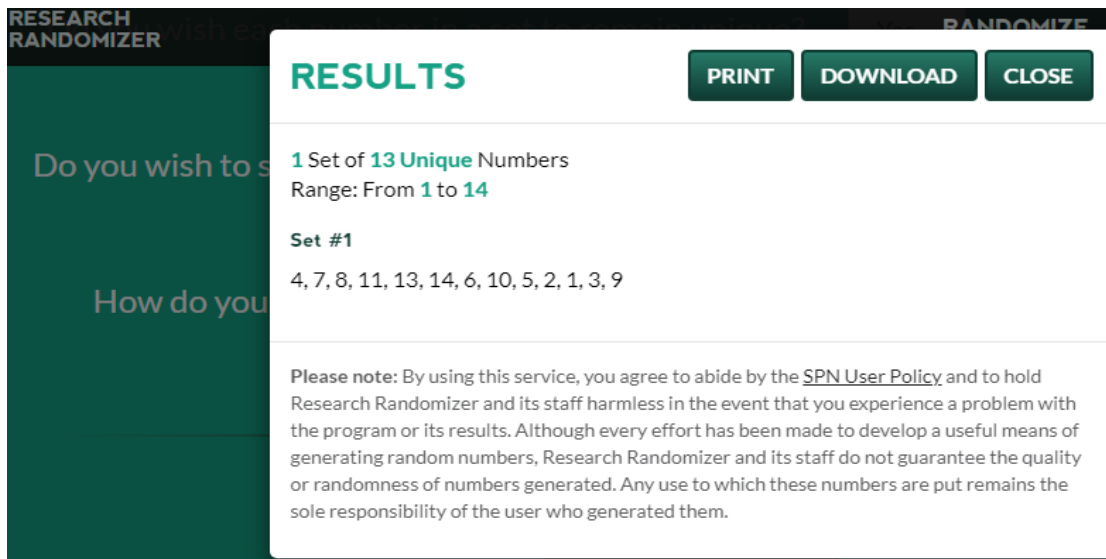
The research randomizer was used to select the 14 males out of the 25 males and the numbers selected are the following; 5, 25, 13, 9, 1, 10, 15, 3, 16, 24, 4, 7, 20, 6.



In group three in order to select the 26 females and 13 males out of the 42 females and 14 males respectively, males and females were put separately in the list. The research randomizer was used to select the 26 females out of the 42 females and the numbers selected are the following; 28, 8, 12, 5, 33, 11, 36, 26, 21, 19, 20, 34, 35, 30, 37, 17, 14, 7, 10, 40, 32, 6, 31, 1, 24,



The research randomizer was used to select the 13 males out of the 14 males and the numbers selected are the following; 14, 6, 1, 11, 7, 5, 3, 8, 4, 2, 10, 13, 12.



VII. DATA GATHERING PROCESS

A. Qualitative/quantitative research techniques.

In this research project, researchers will develop the data gathering process using different techniques, a qualitative technique will predominate more than the quantitative technique. The first technique will be an interview, researcher will interview to students from the sample in order to collect information about the way they manage their time. After this technique, a second one will be used, it will be a survey so that researcher can gather more data to analyze.

B. Qualitative/ quantitative research instrument(s).

Researchers will use a qualitative instrument as the predominant more than quantitative. The qualitative instrument that will be used is an interview guide where the questions for students will be written, they will also use a quantitative instrument for this process, it will be a questionnaire which contains some questions for students to provide more information about the way they manage their time when studying English.

A. DATA GATHERING PLAN

1. PLAN A (FACE-TO-FACE)

INSTRUMENT TO BE ADMINISTERED	PARTICIPANTS (SAMPLE MEMBERS)	RESEARCH FORMAT	DATE INSTRUMENTS WILL BE ADMINISTERED	RESPONSIBLE
INTERVIEW	Students who are taking intermediate English I, semester II, 2020. All the 120 students from the sample will be chosen to take part in the interview that will be developed after they leave the classroom.	Face-to-Face	- The first and second week of October. (from October 1 st to October 16 th)	Salvador Cruz William Aguirre Jhonny Márquez
SURVEY	Students who are taking Intermediate English I, semester II, 2020. 120 students taken out from the population; the whole sample will participate in the survey that will be developed inside of the classroom.	Face-to-Face	- The third and fourth week of October. (from October 19 th to October 30 th)	Salvador Cruz William Aguirre Jhonny Márquez

2. PLAN B (ONLINE)

INSTRUMENT TO BE ADMINISTERED	PARTICIPANTS (SAMPLE MEMBERS)	RESEARCH FORMAT	DATE INSTRUMENTS WILL BE ADMINISTERED	RESPONSIBLE
INTERVIEW	Students who are taking intermediate English I, semester II, 2020. All the 120 students from the sample will be chosen to take part in the interview that will be developed by Google Meet or Zoom.	Online	- The first and second week of October. (from October 1 st to October 16 th)	Salvador Cruz William Aguirre Jhonny Márquez
SURVEY	Students who are taking Intermediate English I, semester II, 2020. 120 students taken out from the population; the whole sample will participate in the survey that will be developed by students' E-Mail Address.	Online	- The third and fourth week of October. (from October 19 th to October 30 th)	Salvador Cruz William Aguirre Jhonny Márquez

VIII. DATA ANALYSIS

A. QUALITATIVE/ QUANTITATIVE DATA ANALYSIS PROCEDURE

To analyze the data, researchers will consider to analyze qualitative data before analyzing quantitative data; in this research project is used a mixed research approach using qualitative as the predominant approach. Primarily, researchers will analyze the qualitative data that is made up of words, phrases, images and so on. It will include the next steps:

- Getting familiar with the collected data: Researchers know that qualitative data are words, that is why, it will be necessary to read the data more than once to get familiar with it.

- Revising research objectives: In this part, researchers will check the research objectives to identify the questions that can be answered through analysis of the collected data.

- Developing a framework: there is another part when coding begins; researchers will identify ideas, words, phrases, concepts or behaviors and assign codes to them.

- Identifying patterns and connections: when data is already coded, researchers will begin identifying themes, searching for the most common responses to questions, identifying data or patterns that can answer research questions.

On the other hand, when using quantitative data, researcher will use the results after analyzing it in order to reinforce qualitative data analysis results, they will also follow a sequence on the steps they need to take into account. One of the first steps researcher will consider will be data validation; data needs to be validated if it is not bias. After that, researchers will edit the data; so that they can check if the whole information is right. One

of the most relevant steps will be data coding; where it is assigned a value to all the gathered responses. After these steps, quantitative data will be analyzed using data descriptive statistics procedures.

B. DATA ANALYSIS PLAN

The data analysis plan is being prepared during the data gathering process, so that it can be ready for analyzing the data that researchers collect during the whole process, when the data analysis plan be ready, researcher will start analyzing it in order to generate a comparative chart where they will describe how students from Intermediate English I From the FLD of the University of El Salvador manage their time when studying English using the data they get from the techniques and the instruments.

The collection of the qualitative data will be carried out in different stages during the semester. On the other hand, the quantitative data will be collected right after performing the interview to students. Consequently, after all information is gathered, it will be analyzed using descriptive statistics procedures.

C. QUALITATIVE DATA ANALYSIS

1. SUMMARIES

a) SUMMARIES BY QUESTIONS

Question 1: What is your name?

In the first question in the generalities part, students were asked about their names and last names in order to identify them as part of the sample and also to mark their names in the list in order to know If they had already been interviewed, each respondent shared their name and they also shared their last name.

Question 2: How old are you?

In the second question in generalities, students were asked about their age in order to know if most of them were adolescents, young adults or adult people. What most of the students said is that they are between 16-20 years old, that means that most of the students are adolescents. Another important thing to mention is that there are no more than 2 adult people who are older than 35 years old.

Question 3: Where do you live?

In the third question of the generalities part, students were asked about the place they live in. they were asked if they lived in a city, town or village. What most of them said was that they live in the city because living in the city makes easier to study at the university and they can take public transportation without spending a lot of money, that is why they have moved from towns and villages to the city.

Question 4: Do you work?

In the fourth question in generalities, students were asked if they worked or if they did not work. What most of the respondents said was that they do not work. They responded that because they think that it is more difficult to work and study at the same time and that is the reason why they prefer not to work while studying at the university.

Question 5: What is your gender?

In the fifth question of the generalities part, students were asked about their gender in order to know if most of the participants were men or women. What most of the respondents said was that they are female, something important to take into account is that 3 out of 4 students said they are female and just 1 out of 4 said that they are male.

Question 6: What are the study habits that you practice? **Bashir et. Al (2012).**

According to the current situation, habits have changed. Nowadays, there are some new study habits that students can practice at home. From all the answers gotten, it can be said that respondents practice different study habits, they chose some of them from a list when they were interviewed and most of the respondents said that the habit they practice the most is **do web research** because in that way they can look for something they have misunderstood or something they want to investigate, respondents mentioned that this habit is helpful for them. Even so, there are some other habits they practice; for example: **clean up the study area, use technological devices for studying, study material on a virtual classroom.** These are the habits students practice the most, they said that being in a clean area is amazing because you feel more comfortable when using your technological devices for studying or looking material in virtual classrooms. They practice study in an orderly and timely manner, having **belong to online study groups** as the habit that is not practiced for most of the students.

Question 7: How do you develop those activities in detail? **Crede and Kuncel (2008).**

Researchers interviewed students asking about study habits and related issues, they were not only asked whether they practice study habits but which ones and the way how they practice them. Respondents mentioned the habits they practice and they also explained how they practice each one. The study habit that is the most used for students is **do web research**, when they do not understand a word and they search the meaning on the web, they also use it when they do not understand a topic, they just type the topic on Google and look for information about that topic in order to learn more about it, another way how they develop this habit is when they look for pages for practicing different kinds of online exercises and so on. The habit mentioned before is the most used for respondents but there are others that are also used very carefully; for example: **plan daily activities, study material on virtual classrooms, and use technological devices for studying.** In the first one, respondents said that they write their activities in a notebook or an agenda and some of them use a digital calendar for planning their activities. In the

second one, respondents said that they look on the internet the materials teachers upload for them, some of the virtual material they look for are, exercises, lessons, topics etc. In the last place, respondents said that they use different devices for studying. For example: Tablets, laptops. Computers and cellphones.

Question 8: What is the study habit that has given you no results? **Rana and Kausar (2011).**

Nowadays, students are practicing different study habits in order to learn English. Unfortunately, not all habits give students the best results, some study habits give no results to students who practice them, In the interview, most of the respondents said that there are two habits that give them no results; **keep socializing with classmates** is the first one, respondents made clear that this habit does not work because their classmates do not speak English when talking or chatting for they prefer to speak in Spanish or they never answer messages on social medias when it is required. **Belong to online study groups** is the second one, respondents were pretty sure when saying that this habit does not render ´positive results because students who belong to online study groups never participate, they never say anything and they share nothing with anyone, some other times, students talk about other topics that are not related to language learning.

Question 9: Which is the study habit that has given you better results? **Sarwar et. Al (2010).**

There are some habits that students practice in order to get the best results, what students look for is learning more using different study habits that work for them. In the interview administered to students, they mentioned the habits that has given them the best results were two. Most of them said that **do web research** was the habit that has given them the best results in comparison with the other ones. Respondents suggest that this habit must be practiced by all students because it is very helpful, they said that you can use the web for looking for anything, English topics, English lesson, English Classes and you can also look for words, phrases or sentences in a web dictionary. Almost the

same quantity of respondents placed the following habit in the second place of the habits that give the best results, **study material in virtual classrooms**. Respondents said that they get familiar when they look for material that teachers post or upload on the virtual classrooms.

Question 10: Do you practice study habits in your study routine or just study at any time? **Baothman, Aljefri, Agha, & Khan (2018).**

Considering respondents' answers in the interview, it is clear that there are differences among all students' answers. Students were asked if they practice study habits in a daily basis or if they just studied at any time. A study routine is when students plan their daily activities and create a schedule for developing those activities in certain periods of time, in that way students can place a study habit in their list of activities and schedule the time when they will develop it. On the other, study at any time is when students do not plan their activities, they just study when they are free or when they remember to do it, 2 out of 3 students chose the first option, they said they Practice study habits in a study routine because they think that even when planning activities takes so long, it is very important to do it. 1 out of 3 respondents chose the second option, they said that they just study at any time because they did not have time for planning activities, some others said that they did not like to plan their activities, and a little part from them said that they just study before evaluations. As a conclusion, most of the students practice study habits in a study routine.

Question 11: Have you ever done a list of the activities you should do during a day from the most important to the least ones? **(Stephen Covey's four quadrants to determine the priority of a task).**

It is clear that when talking about activities, one of the most important things to consider is a list of activities. Normally, this list is written in different ways, some of them are written on a page, in a notebook, in an agenda or even in a digital agenda on the cellphone, computer or tablet. All the activities are written according to the place in which

they will be developed; that was what students were asked for, if they have ever done a list of activities they should do during a day from the most to the least important and 2 out of 3 students said that they have done a list of their activities so many times, this part of respondents think that making a list of your activities helps you to be more organized and let you develop better your activities. On the other hand, 1 out of 3 students said that they have never done a list of the activities they should do during a day, this part of respondents was pretty sure that making a list is not important, what matters is doing the activities if necessary. As a conclusion, most of the students have done a list of their activities so many times.

Question 12: Where do you practice study habits? Tess Reidy (2020).

Study habits have changed because the current situation and study places have changed as well; nowadays, the places where students can study are literally inside of the house or in a place near of the house because educational institutions are closed and it is not possible to study in those institutions by the moment. That is why, students were asked for the places they have been practicing study habits at. Coherently, almost all the participants in the interview said that they have been practicing study habits **at home** because it is the only place where they are able to study but a few participants said that they study out of house, either in a friend's house or in the neighbor's house.

Question 13: What are the places where you practice most of your activities? Mattha Busby (2020).

Taking into account what almost all participants said in the interview, when they were asked for the places they have been practicing study habits, it is clear that students practice study habits at home and in order to have a concise answer about the places where they practice those habits there was another question about those places where they practice most of their activities. If almost all respondents said that they practice study habits at home, it was obvious that they practice those habits and activities in a place inside of the house. Effectively, most of the respondents said they practice study habits

in their **bedroom**; that is the first place they use for studying because they are alone, they can have privacy and it is the quietest place in the house. Another part of the respondents said that they practice study habits in the **living room** as the second place they use for studying because they can be practiced with some relatives and the living room has more space than the other parts of the house, the rest of study places were not chosen by more than seven respondents.

Question 14: What is the place where you feel more comfortable for studying English?
Kelly Roell (2019).

It is clear that students have a specific place to study and practice study habits, that place is the house, but it is also clear that they have specific places inside of the house for studying and practicing study habits, those places are the bedroom and the living room but there was something more to ask for, it was about the place where they feel more comfortable for studying. In the same way, students chose the **bedroom** and the **living room** as the places where they practice most of their activities, they also chose those places as the ones where they feel more comfortable for studying. The bedroom was chosen for most of the respondents, they think they can be more comfortable in that place because there is privacy and because they can be relaxed listening to music or doing what they like to do while studying. The living room was chosen by another part of the respondents, they think they can be lying on the sofa or on the floor and they can be with their relatives while studying, the rest of study places were not chosen by more than five respondents.

Question 15: Do you complete your homework on due date? **Güçlü (2001).**

Homework assignments are something very common in schools and universities; it is a common matter in education because it helps students to increase their knowledge by practicing what they have learned in class. Sometimes, homework helps students to be more responsible because there is a due date when students must deliver them, it is supposed that all students must finish their homework on time in order to deliver them on

due date and that is what the following question shows. Students were asked if they complete their homework on due date in order to see whether they are responsible or they are not. Fortunately, it turned out as expected; most of respondents said that they complete their homework on due date because that is something that they must do during the whole semester, some of them said that they complete their homework on time because they prioritize them before other activities, some others said that they complete them because it is mandatory. But the smallest part of just few respondents said that they do not complete their homework on due date because they have more scholar activities to do before homework and they have no enough time for finishing them on time.

Question 16: Have you ever complained about not doing homework because lack of time? **Keenan (1996).**

Talking about homework, in the latter analysis was evident that most of the students complete their homework on time and deliver them on due date but a few students said that they do not complete their homework on time and do not deliver them on due date. If most of students are able to complete homework on due date it was supposed that they have not complained about not doing homework because lack of time. Effectively, that is what most of the respondents said when they were interviewed using that question. More than a half of respondents said that they have not complained about not doing homework on due date because they think that teachers give them enough time for finishing their homework and deliver them in a certain period of time. In this analysis it is pretty clear that most students are able to finish their homework on time and they are able to deliver them on due date because they have enough time for doing so and that is why they do not complain about the time for doing homework.

Question 17: Are you aware of the activities you must complete in a specific period of time? **While Kelly (2002).**

When studying at University, there are a lot of activities to develop; those activities are the ones students may develop during the time they are studying until they finish.

Something Important to make clear is that students must develop those activities in certain periods of time. Students were asked if they are aware of the activities they must develop or if they are not, what almost all respondents said was that they are aware of their activities because they need to think about them and develop them in a specific time. Fortunately, just a few students, no more than five of them said that they are not aware of their activities because it takes so long being thinking in all the activities they have to develop, they said that they like to develop their activities when they remember them and often times they forget to develop certain activities in the specific time they ought to do it.

Question 18: Do you plan ahead your own activities in order to reach the highest productivity? **Erdem (1999).**

In the first question of the interview students were asked if they practice study habits and most of them said yes, after that they were asked if they have ever done a list of the habits and activities they practice and most of them said they have, according to the answers most of the respondents gave in previous questions it is clear that most of respondents would say they plan ahead their activities in order to reach the highest productivity and efficiency, that was what the biggest part of respondents said to this question, they always plan their own activities because in that way they get better result when planning their own activities, they plan them and after that they develop them in order to reach the highest productivity. But no all respondents responded that, a small part said that they do not plan ahead their activities because it is not the way they like to work, planning is no need for them, they just develop their activities when they want to do it.

Question 19: Do you think that using time management efficiently can help to reach your aims and target? **Uğur (2000 p 18).**

Time management is a topic that is tough to students since they were younger, they know how to manage their time effectively, that is why a question about time management was asked to students, they were asked if they think that using time

management efficiently can help them to reach their aims and target and what almost everyone said was yes. Most of them responded positively because they are pretty sure that when you manage your time efficiently you can reach your goals. But not all respondents think the same, no more than five participants said that they are sure that the good use of time management does not mean that you can reach your goals in life because students could manage time properly but if you do not make an effort for reaching what you have set as your goals you are not going to be able to reach them.

Question 20: Do you consider time management skills have a positive impact on students' learning and students' outcomes? **Kearns & Gardiner (2007).**

Time management skills are very well known among students, they know if these skills have a positive or a negative impact on students' learning and students' outcomes. That is why participants were asked if they consider that time management skills have or have no a positive impact on students' performance. Almost all participants said that they consider that those time management skills have a positive impact because it can be easily detected through students' examples, it is clear that students who practice the skills when they manage their time get a better learning and outcome than the ones that do not practice time management skills. Even though, as usual, there are some students (only 2 of them) who said that they do not consider that time management skills have a positive impact because you can get a good learning and outcome even when you do not practice time management skills.

Question 21: How frequent do you practice the following study habits? **Bashir et. Al (2012).**

According to the habits that were presented in a box, respondents chose 1 out of 3 options; the first option was if they practice those habits not too frequently, the second option was if they practice those habits frequently and the third option was if they practice those habits very frequently. In the first habit in the list **do web research**, most of the participants said they practice this study habit **frequently**. In the second habit **receive**

online tutoring, most of the participants said they practice this study habit **frequently**. In the third habit **plan your daily activities**, most of the participants said they practice this study habit **frequently**. In the fourth habit **clean up your study area**, most of the participants said they practice this habit **frequently**. In the fifth habit **belong to online study groups**, most of the participants said they practice this study habit **not too frequently**. In the sixth habit **keep socializing with classmates**, most of the participants said they practice this study habit **frequently**. In the seventh habit **use an app for language learning**, most of the participants said they practice this study habit **frequently**. In the eighth habit **use of different apps for studying**, most of the participants said they practice this study habit **frequently**. In the ninth habit **study materials on a virtual classroom**, most of the participants said they practice this study habit **frequently**. In the last habit **use technological devices for studying**, most of the participants said they practice this study habit **frequently**.

Chart

Study habits	Frequency
Do web research.	frequently
Receive online tutoring.	frequently
Plan your daily activities.	frequently
Clean up your study area.	frequently
Belong to online study groups.	Not too frequently
Keep socializing with classmates.	frequently
Use an app for language learning.	frequently
Use of different Apps for studying.	frequently
Study materials on a virtual classroom.	frequently
Use technological devices for studying.	frequently

b) SUMMARIES BY SET OF QUESTIONS

1) Set of Questions 1: Generalities

According to what students responded during the interview, it is clear that the information they provided is very important and worthy to take into consideration. Participants provided their names and also their age, most of them are adolescents and also most of them are currently living in the city. Other relevant issues are that most of the participants are not working yet and most of them are females.

2) Set of Questions 2: Study Habits

According with the analysis of each question that belongs to this set of questions, it is clear that the habit that is used the most for students is **do web research**. It is not only the habit that most of the students practice, it is also the habits that most of the students practice very carefully, they take into account everything when they practice this study habit; most of the respondents have said about this habit that it is the one that has given them better results because it helps a lot in everything students need to look for, either the meaning of a word in a digital dictionary or information about any topic they want to search about. Using this habit and some others that are important as well, most of the respondents said that they practice study habits in a study routine but not at any time, the smallest part consider that practicing study habits at any time is better for them because they do not waste time for planning but they use that time for developing their own activities when it is necessary. Most of the students practice study habits at any time because they do not use to make a list of the activities they develop during the day.

3) Set of Questions 3: Study Places

According with the analysis of each question that belongs to this set of questions, it is very clear that the place where most of students practice study habits is **at home**, they said they are studying at home because the current situation caused by the new

Corona Virus Disease 2019 (Covid19). What is worthy to take into account is that almost all participant chose this place and a few of them did not selected it, Another thing that is worthy to mention is about the places in the house they use for practicing most of their activities in English, there were two places inside of the house where they practice most of the activities, the first place is the **bedroom**, and the second one is the **living room**. Incredibly, the same two places in the same order where chosen by students when they were asked about the places, they feel more comfortable for studying English. Those places where the most chosen for most of the participants in the interview.

4) Set of Questions 4: Time Management

According with the analysis of each question that belongs to this set of questions, it is for sure that most of the students are responsible, most of them finish and deliver their homework assignments on due date, and they develop their homework assignments on time because they consider they have enough time for finishing everything and that is why most of them have not complained about that situation. Fortunately, most of the time students complete their activities because they are always aware of all their activities because they do a list of their activities in order to reach the highest productivity, it is also known that when students use time management efficiently, it is helpful at the moment of reaching aims and target. Besides, it positively impacts on the time management skills and students' learning and outcomes.

5) Set of Questions 5: Study Frequency

According to the analysis of the question that belongs to this set of questions, there are some habits that students practice more frequently than others; for example, there are some habits that students do not practice very often, some others are practiced frequently and the others are practiced very frequently. The only habit that is not practiced very often is the following: **belong to online study groups** Now the habits that are practiced frequently are the next ones: **do web research, receive online tutoring, plan your daily activities, clean up your study area, keep socializing with classmates,**

use an app for language learning, use of different apps for studying, study material on a virtual classroom and use technological devices for studying. To finish with, there was not a single habit chosen by students as the one they practice very frequently.

c) SUMMARIES BY INSTRUMENTS

1) Qualitative Instrument: Interview

The interview was the qualitative instruments used for gathering the qualitative information provided by students, they responded all questions from the five set of questions administered by researchers. What is worthy to mention is that students provided personal information and they also provided important information about their study habits and how they practice them, the places where they practice not only their study habits but also their own activities, the use of their time, if they manage it correctly and how they do it and at the end the frequency they use when practicing their habits and activities, the frequency they practice those activities in different places and the frequency they practice time management efficiently. As a conclusion, according with the analysis of each of the questions and the analysis of each set of questions, this instrument made clear that most of the students are very responsible because most of them practice study habits very carefully and most of the time they practice time management efficiently.

2. CODING (CLASSIFYING) DATA.

a) CREATING CODES

Codes
Personal information
Study habits student practice
Places students practice study habits
Time management skills when studying
Frequency students practice study habits

b) CLASSIFYING DATA

Personal information

Students were asked about their names and last names and each respondent shared their names and last names as well. They were also asked about their age if they are adolescents, young adults or adult people and what participants said was that they are between 16-20 years old. It means that most of the students are adolescents and just few of them are older than 35 years old. Another thing they were asked for was about the place they live in, if they live in a city, town or village and most of them said they live in the city because they have moved from towns and villages to the city. Another important thing students were asked for was if they work or if they do not work and what they said was that they do not work because they think that is more difficult to work, they prefer not to work and a last thing students were asked for was about their gender if they were men or women and most of them said they are female and a smaller part said they are male.

Study habits student practice

There are many ways to put into practice study habits such as **clean up the study area, use technological devices for studying, study material on a virtual classroom**, but according to the responses most of the respondents said that the habit they practice the most is **do web research** most of the participants said they practice this study habit frequently and respondents suggest that this habit must be practiced for all students because it is very helpful to use the web for looking everything and **study material in virtual classrooms** is one of the best habits for getting good results. Respondents said that they get familiar when they look for material that teachers post and upload on the virtual classrooms. On the other hand, most of the respondents said that there are 2 habits that give students no results. The one that is in the first place of giving no result to students is **keep socializing with classmates**, this habit does not work because their classmates do not speak English when talking or chatting because they prefer to speak in Spanish. In the second place of the list is **belong to online study groups**, respondents were pretty

sure when saying that this habit does not give results because students who belong to online study groups never participate.

Places students practice study habits

At the same way how study habits have changed because the current situation, study places have also changed. Nowadays, the places where students can study are literally inside of the house or in a place near of the house, they said they are studying **at home** because the current situation caused by the new Corona Virus Disease 2019 (Covid19). Almost all the participants said that they have been practicing study habits **at home** because it is the only place where they are able to practice study habits, but a few participants said that they study out of house, either in **a friend's house** or in **the neighbor's house**. Taking into account what almost all participants said in the interview when they were asked for the places, they have been practicing study habits, it is clear that students practice study habits **at home**. Effectively, most of the respondents said they practice study habits in their **bedroom**; that is the first place they use for studying because they are alone, they can have privacy and it is the quietest place in the house. Another part of the respondents said that they practice study habits in **the living room** as the second place they use for studying because they can be practicing with some relatives and the living room has more space than the other parts of the house.

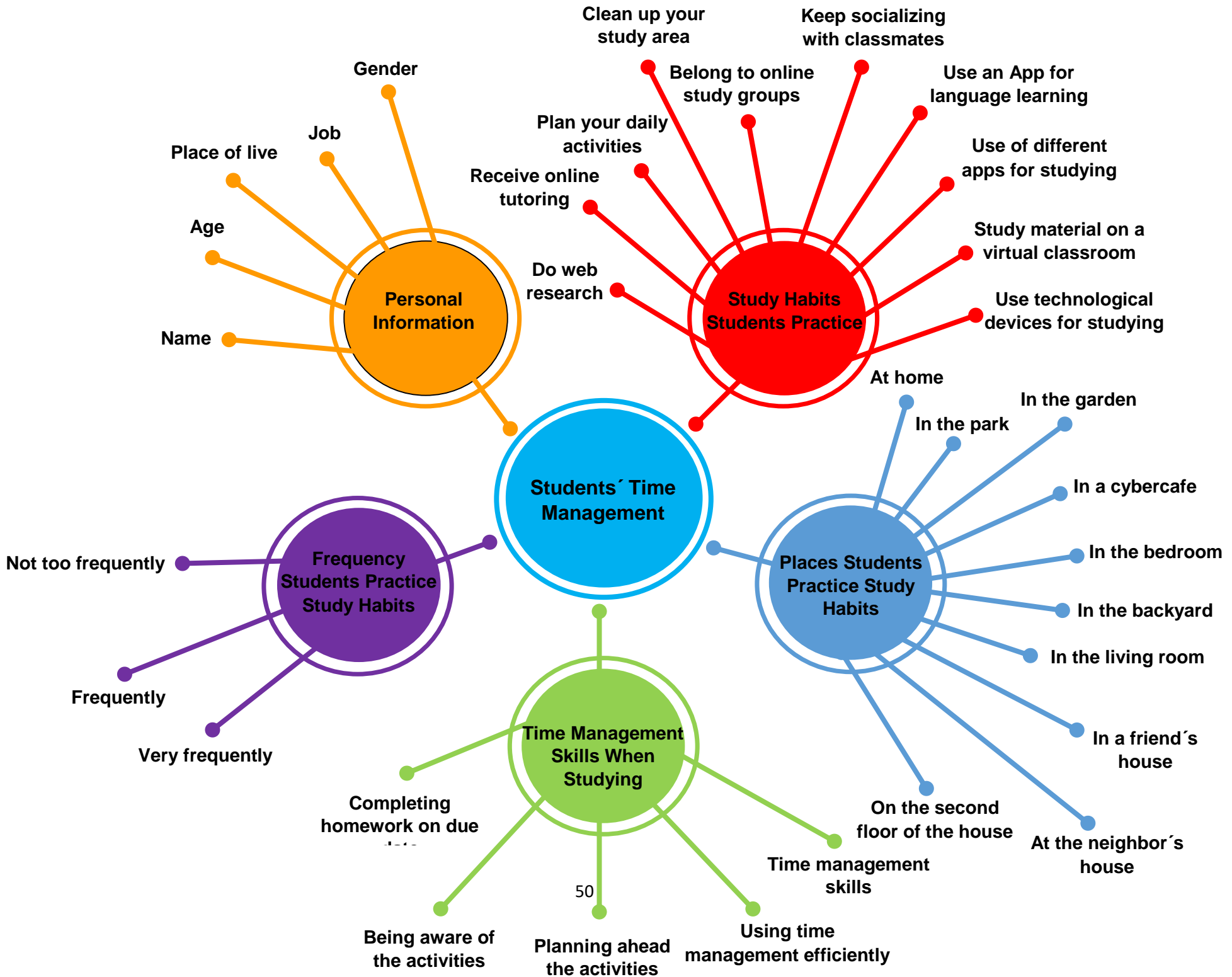
Time management skills when studying

Students put into practice study habits when they do not comprehend a word and they search the meaning on the web, they also use then when they do not understand a topic, so they just type the topic on Google and look for information about that topic in order to learn more about it. Moreover, respondents said that they write their activities in a notebook or an agenda and some of them use a digital calendar for planning their activities during their day. 1 out of 3 of the respondents said was that they have done a

list of their activities so many times, this part of respondents think that making a list of your activities helps you to be more organized and let you develop better your activities. Likewise, students were asked if they are aware about the activities they must develop or if they are not, what almost all respondents said was that they are aware about their activities because they need to think about them so that they can develop them in a specific time and no more than 5 of them said that they are not aware about their activities because it takes so long being thinking in all the activities they have to develop, according with the answers most of the respondents gave in previous questions it is clear that most of respondents would say they plan ahead their activities in order to reach the highest productivity and effectively, that was what the biggest part of respondents said to this question, they always plan their own activities because in that way they get better result when planning their own activities. But not all students responded that, a small part said that they do not plan ahead their activities because it is not the way they like to work, planning is no need for them, they just develop their activities when they want to do it.

Frequency students practice study habits

There were three options for students to choose the frequency they use to practice study habits. The first option was if they practice those habits not too frequently, the second option was if they practice those habits frequently and the third option was if they practice those habits very frequently. A list of habits was shown to students so that they can see the habits that appear orderly from 1 to 10. There are some habits that students practice more frequently than others, there are others that students do not practice very often, some others are practiced frequently and the others are practiced very frequently. There is a single habit that is practiced very often and the other nine habits are practiced frequently. It is important to consider the frequency students use when practicing their habits and activities, the frequency they practice those activities in different places and the frequency they practice time management efficiently. not all of them practice study habits always but often. As a conclusion, most of the students practice study habits frequently.

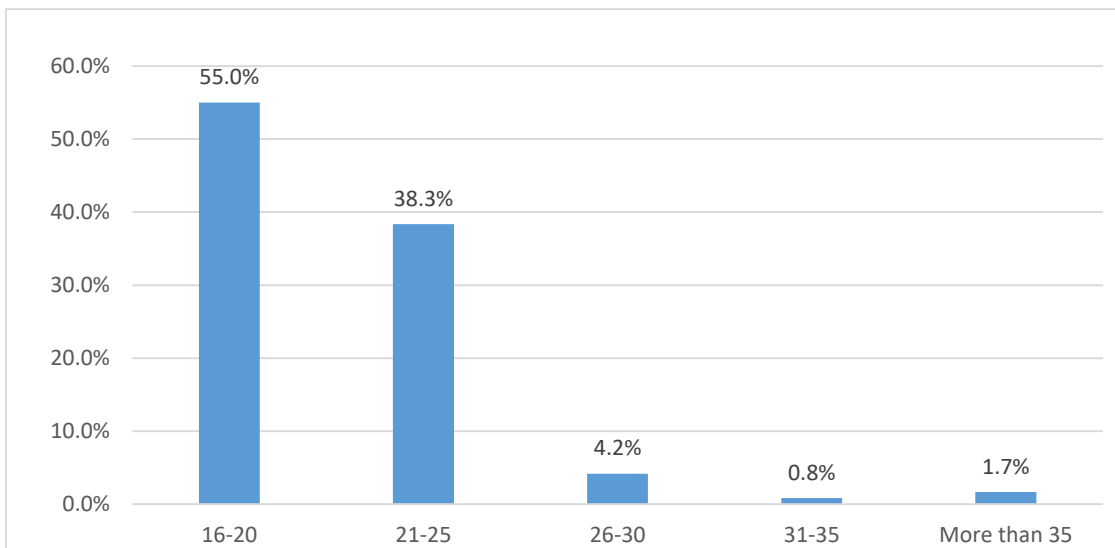


D. QUANTITATIVE ANALYSIS

1. Univariate analysis

Graph 1: Age

Options	Number of responses	Percentages
16-20	66	55%
21-25	46	38.3%
26-30	5	4.2%
31-35	1	0.8%
More than 35	2	1.7%
Total	120	100%

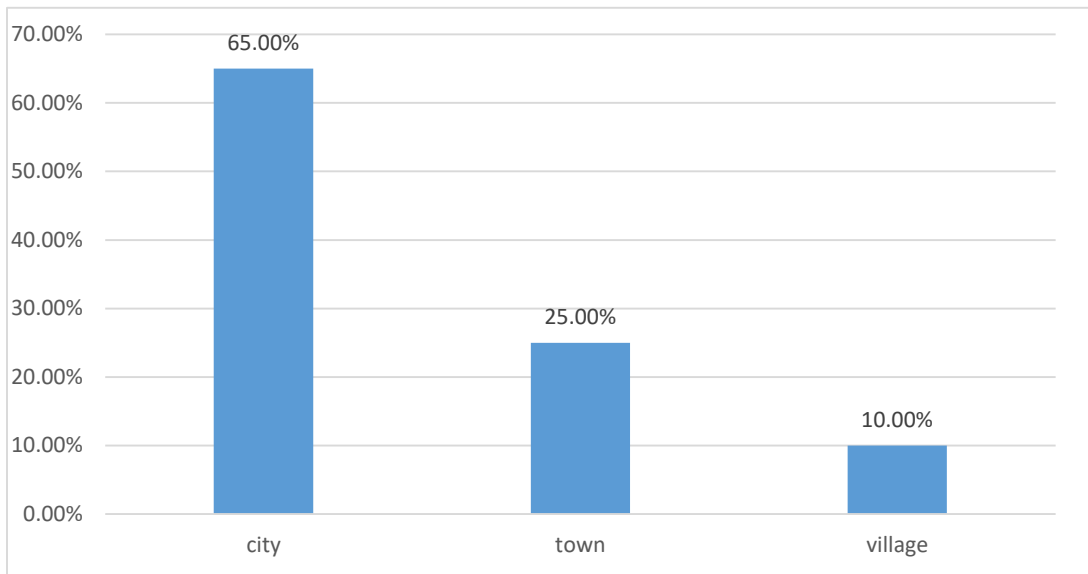


Source: questionnaire administered to Intermediate Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Foreign Languages Department of the University of El Salvador semester II in the year 2020.

According to this graph, 112 students out of 120 have ages between 16-25 years old which represent the 93.3%. On the other hand, there is only one student with age between 31-35 years old which represent the 0.8%. Therefore, it can be said that most of the respondents in this questionnaire are quite young.

Graph 2: Places of residence

Options	Number of responses	Percentages
City	78	65%
Town	30	25%
Village	12	10%
Total	120	100%

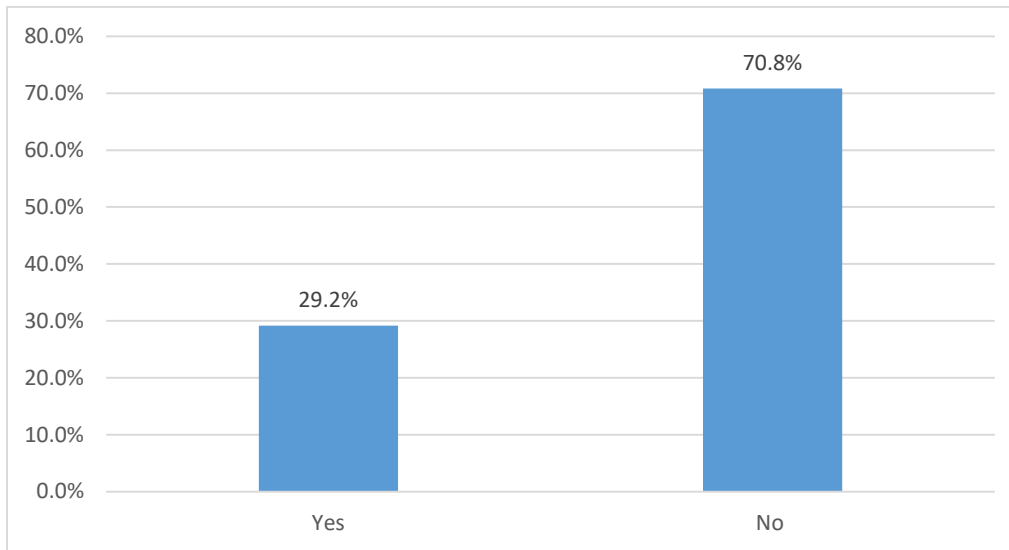


Source: questionnaire administered to Intermediate Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Foreign Languages Department of the University of El Salvador semester II in the year 2020.

The evidence from this graph shows that 78 students live in cities (65%) and 30 students live in towns (25 %) and 12 students live in village (10%). According to this graph, it can be said that more than the half of the respondents live in cities.

Graph 3: Jobs

Options	Number of responses	Percentages
Yes	35	29.2%
No	85	70.8%
Total	120	100%

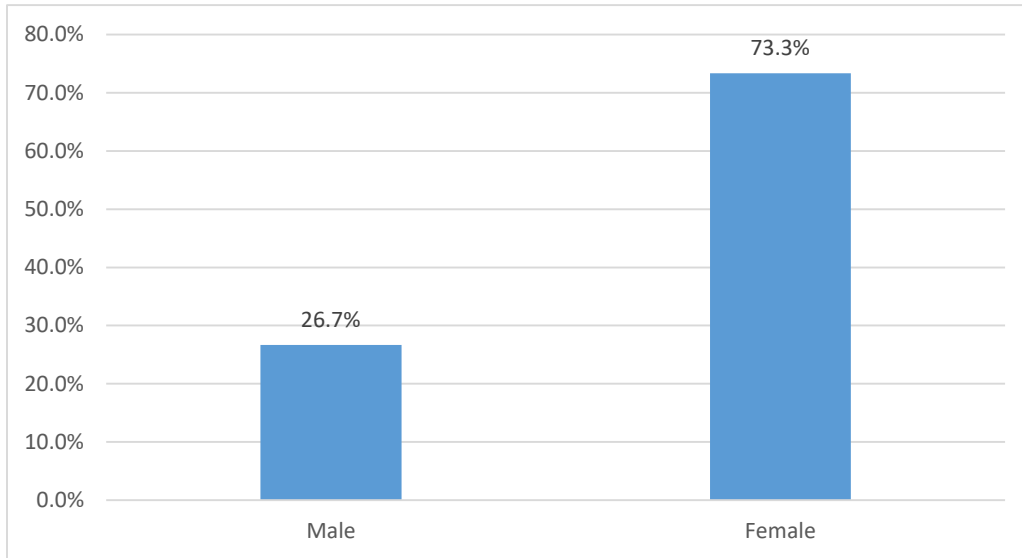


Source: questionnaire administered to Intermediate Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Foreign Languages Department of the University of El Salvador semester II in the year 2020.

From the information shown in this graph, around one-third of the respondents work and study at the same time (29.2%) and two-thirds of them only study (70.8%). Therefore, there is a big difference between students who work and study at the same time and the ones who dedicate their whole time to study.

Graph 4: gender

Options	Number of responses	Percentages
Male	32	26.7%
Female	88	73.3%
Total	120	100%

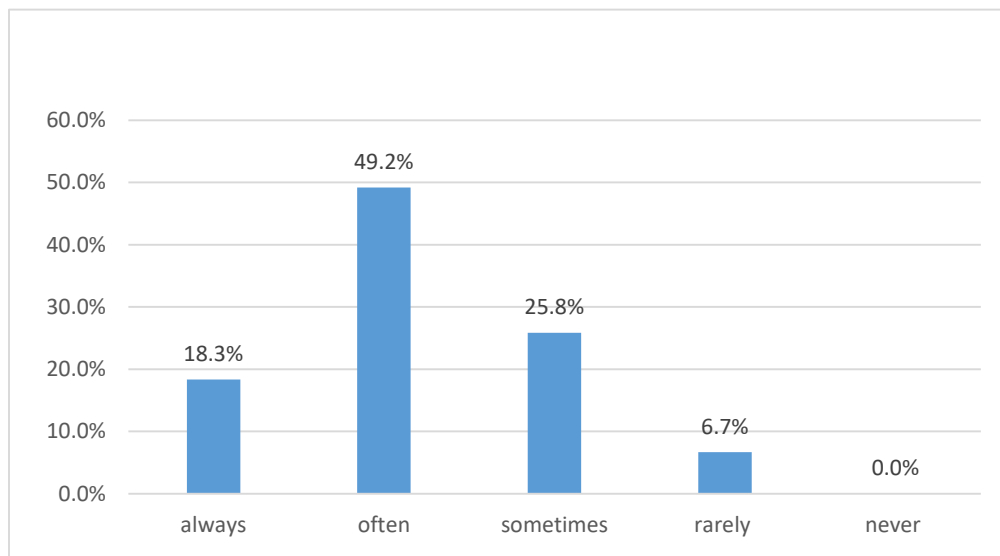


Source: questionnaire administered to Intermediate Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Foreign Languages Department of the University of El Salvador semester II in the year 2020.

The information given in this graph shows that there are less students male than students female since there are only 32 students male and 88 students female. It is evident that the difference between male and female is large.

Graph 5: Study habits

Options	Number of responses	Percentages
Always	22	18.3%
Often	59	49.2%
Sometimes	31	25.8%
Rarely	8	6.7%
Never	0	0.0%
Total	120	100%

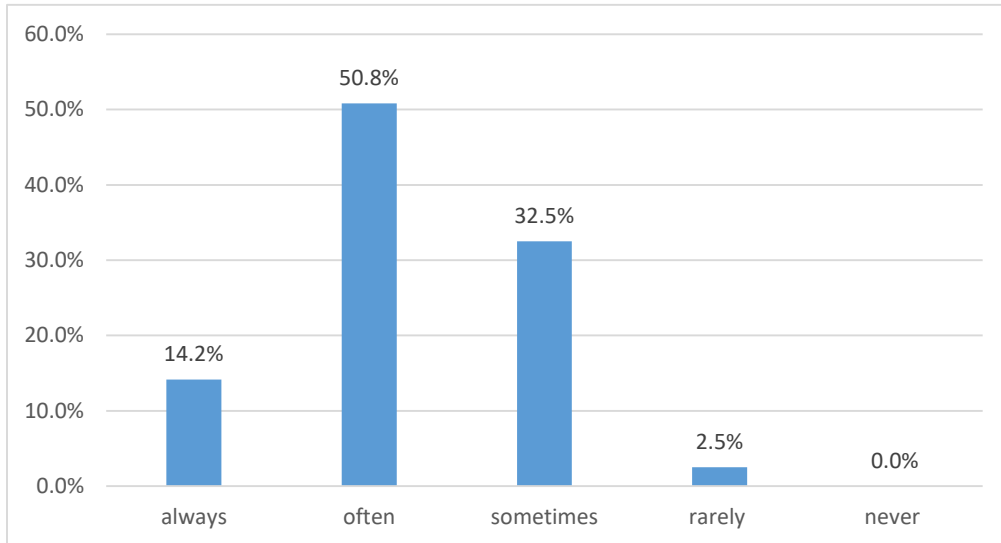


Source: questionnaire administered to Intermediate Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Foreign Languages Department of the University of El Salvador semester II in the year 2020.

As it is shown in this graph, almost the half of the students often practice study habits which represent the 49.2%, and only the 6.7% of them rarely practice study habits. It is remarkable to say that all the respondents practice study habit since there are no answers about never to practice study habits.

Graph 6: Development of activities

Options	Number of responses	Percentages
Always	17	14.2%
Often	61	50.8%
Sometimes	39	32.5%%
Rarely	3	2,5%
Never	0	0.0%
Total	120	100%

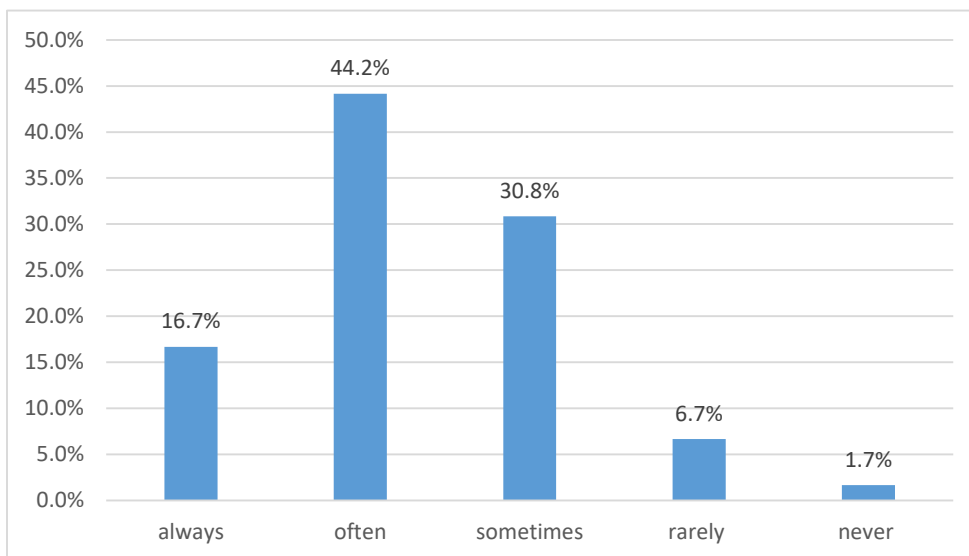


Source: questionnaire administered to Intermediate Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Foreign Languages Department of the University of El Salvador semester II in the year 2020.

The evidence from this graph shows that 83.3% of the respondents often and sometimes develop the study habits activities. And only the 2.5% of the respondents rarely develop the study habits activities. According to the graph, it can be said that all the respondents develop the study habits activities once in a while since no answers were found about never to develop the study habits activities.

Graph 7: Study routine

Options	Number of responses	Percentages
Always	20	16.7%
Often	53	44.2%
Sometimes	37	30.8%
Rarely	8	6.7%
Never	2	1.7%
Total	120	100%

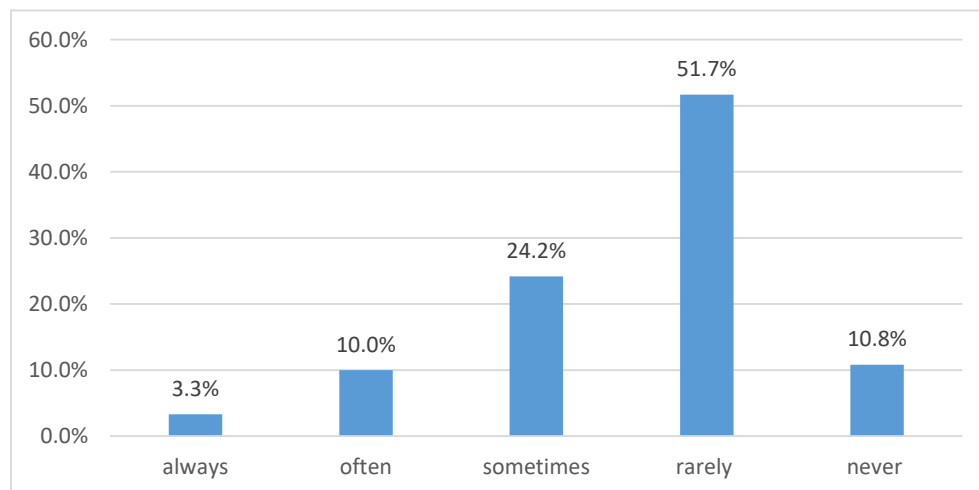


Source: questionnaire administered to Intermediate Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Foreign Languages Department of the University of El Salvador semester II in the year 2020.

The evidence from this graph shows that 75% of the respondents often and sometimes practice study habits in their study routine. And only the 1.7% of the respondents never practice study habits in their study routine. Therefore, almost all the respondents practice study habits in their study routine since few of them said never to practice study habits in their study routine.

Graph 8: Practice of study habits with no results

Options	Number of responses	Percentages
Always	4	3.3%
Often	12	10%
Sometimes	29	24.2%
Rarely	62	51.7%
Never	13	10.8%
Total	120	100%

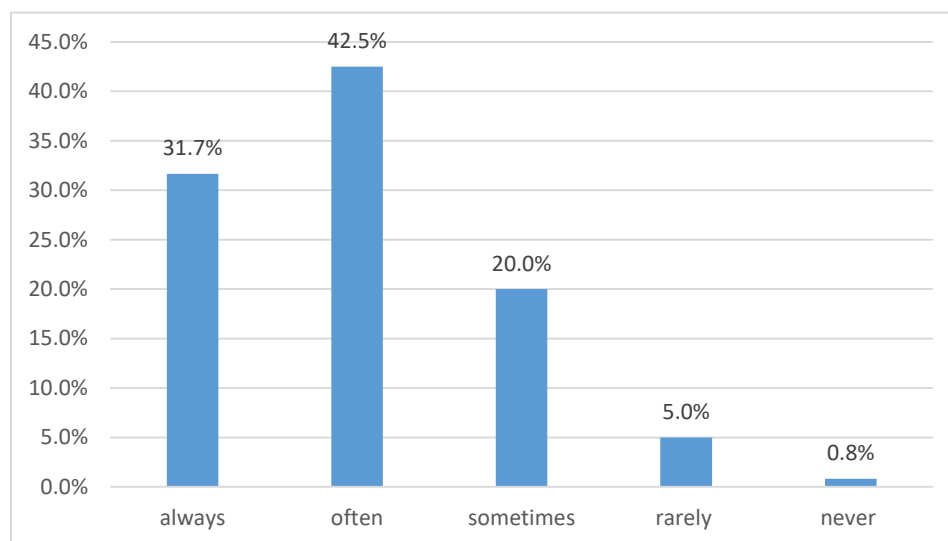


Source: questionnaire administered to Intermediate Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Foreign Languages Department of the University of El Salvador semester II in the year 2020.

It is quite obvious that around half of the respondents rarely practice study habits that provide them no results, and only the 10.8% never practice study habits that provide them no results. Meanwhile, there is a small number of students who always practice study habits that provide them no results which is 3.3%. Even though it is a small percentage, it is disappointing to find out this type of responses; hence, it can be said that the 89.2% of the respondents practice study habits that provide them no results once in a while.

Graph 9: Practice of study habits with good results

Options	Number of responses	Percentages
Always	38	31.7%
Often	51	42.5%
Sometimes	24	20%
Rarely	6	5%
Never	1	0.8%
Total	120	100%

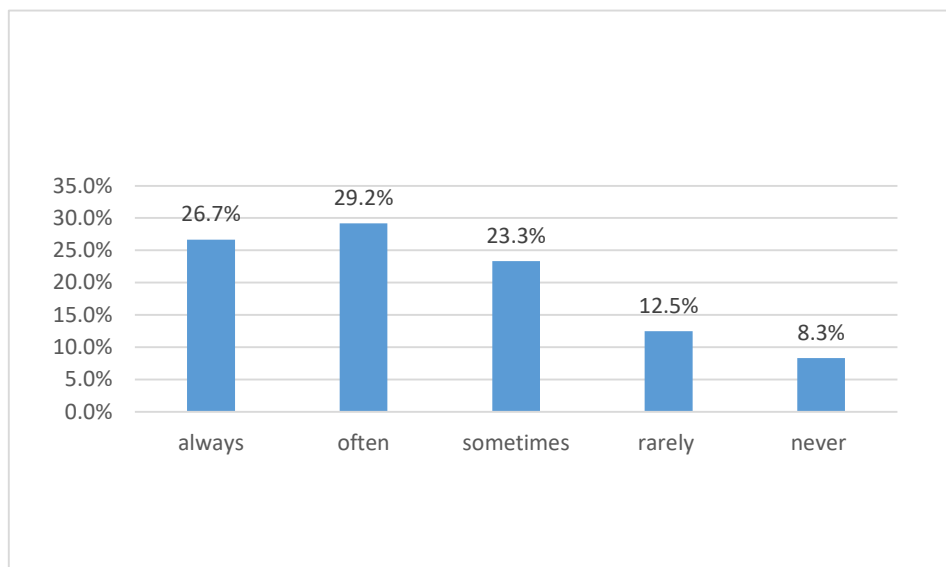


Source: questionnaire administered to Intermediate Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Foreign Languages Department of the University of El Salvador semester II in the year 2020.

It is evident that the 74.2% of the respondents always and often practice study habits that provide them good results, and only the 0.8% never practice study habits that provide them good results. Therefore, it can be said that almost all the respondents practice study habits that provide them good results.

Graph 10: Most important to less important activities

Options	Number of responses	Percentages
Always	32	26.7%
Often	35	29.2%
Sometimes	28	23.3%
Rarely	15	12.5%
Never	10	8.3%
Total	120	100%

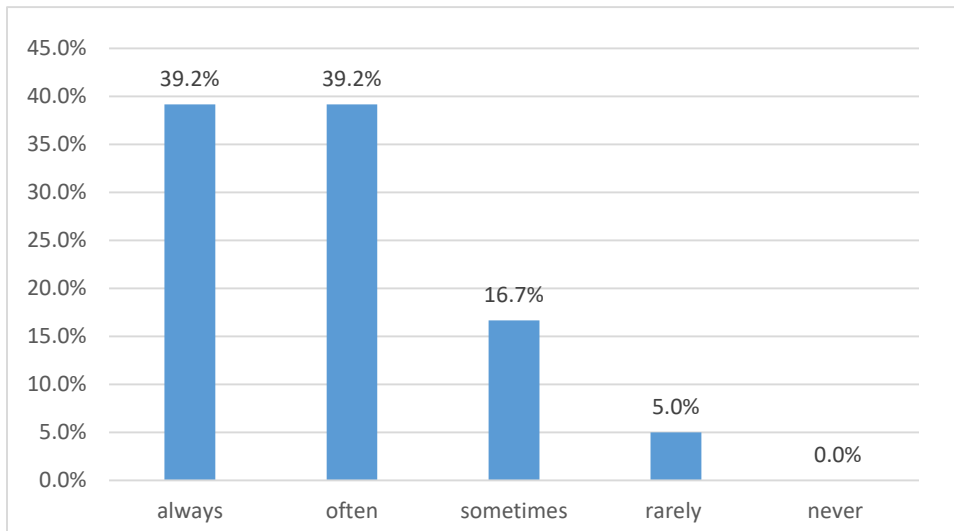


Source: questionnaire administered to Intermediate Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Foreign Languages Department of the University of El Salvador semester II in the year 2020.

As it is shown in the graph the 79.2% of respondents make a list of the activities they should do during a day from the most important to the least important. However, the 8.3% of the respondents never make a list of the activities they should do during a day from the most important to the least important.

Graph 11: Study habits at home

Options	Number of responses	Percentages
Always	47	39.2%
Often	47	39.2%
Sometimes	20	16.7%
Rarely	6	5%
Never	0	0%
Total	120	100%

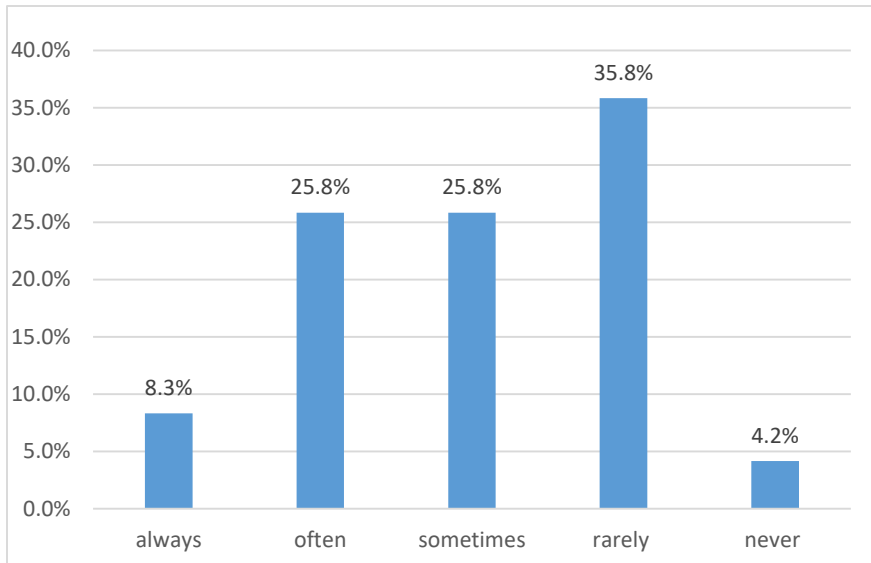


Source: questionnaire administered to Intermediate Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Foreign Languages Department of the University of El Salvador semester II in the year 2020.

According to this graph it is evident that the 78.4% of the respondents practice study habits at home. And only the 5% of them rarely practice study habits at home. Therefore, it can be said that most of the respondents practice study habits at home.

Graph 12: Activities out of home

Options	Number of responses	Percentages
Always	10	8.3%
Often	31	25.8%
Sometimes	31	25.8%
Rarely	43	35.8%
Never	5	4.2%
Total	120	100%

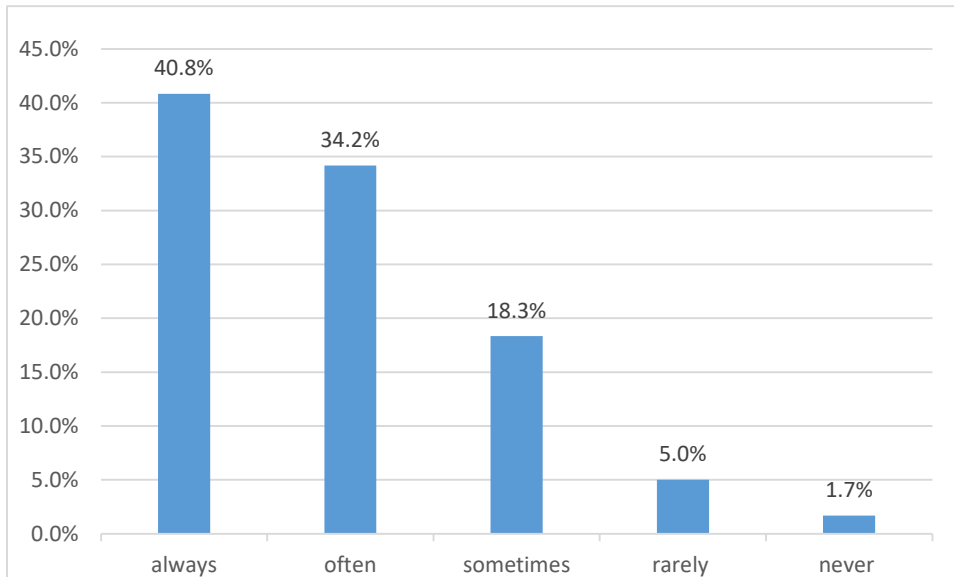


Source: questionnaire administered to Intermediate Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Foreign Languages Department of the University of El Salvador semester II in the year 2020.

As it is shown in this graph, there is an insignificant number of respondents that always practice study habits out of home which represent the 8.3% of them. On the other hand, the 40% of the respondents rarely or never practice study habits out of home. Meanwhile, the 51.6% of respondents often or sometimes practice study habits out of home.

Graph 13: Comfortable place to study

Options	Number of responses	Percentages
Always	49	40.8%
Often	41	34.2%
Sometimes	22	18.3%
Rarely	6	5%
Never	2	1.7%
Total	120	100%

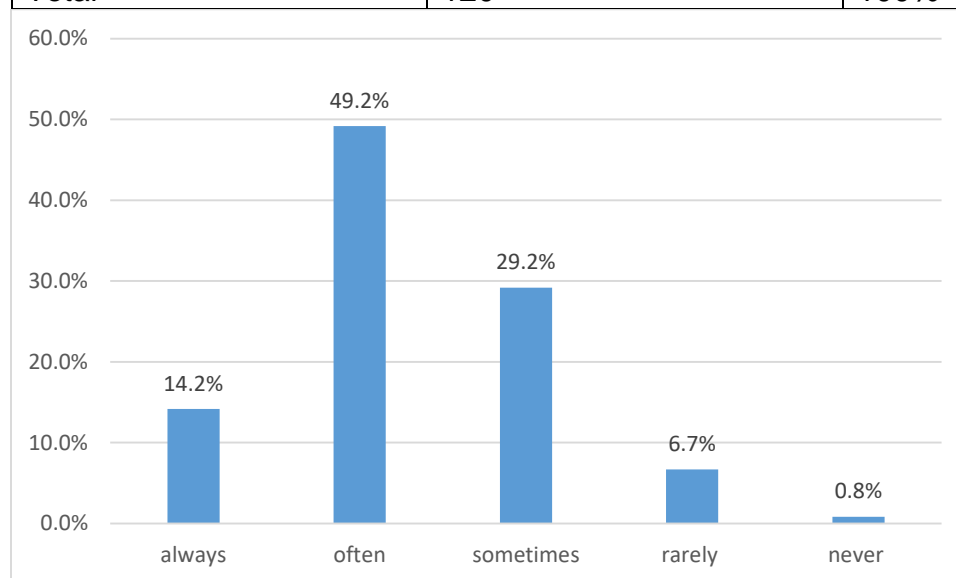


Source: questionnaire administered to Intermediate Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Foreign Languages Department of the University of El Salvador semester II in the year 2020.

From the information shown in this graph, the 75% of the respondents practice study habits in the place where they feel comfortable. However, the 6.7% of them do not practice study habits in the place where they feel comfortable; hence, it can be said that the majority of the respondents practice study habits in the place where they feel comfortable.

Graph 14: To finish homework according to expectations

Options	Number of responses	Percentages
Always	17	14.2%
Often	59	49.2%
Sometimes	35	29.2%
Rarely	8	6.7%
Never	1	0.8%
Total	120	100%

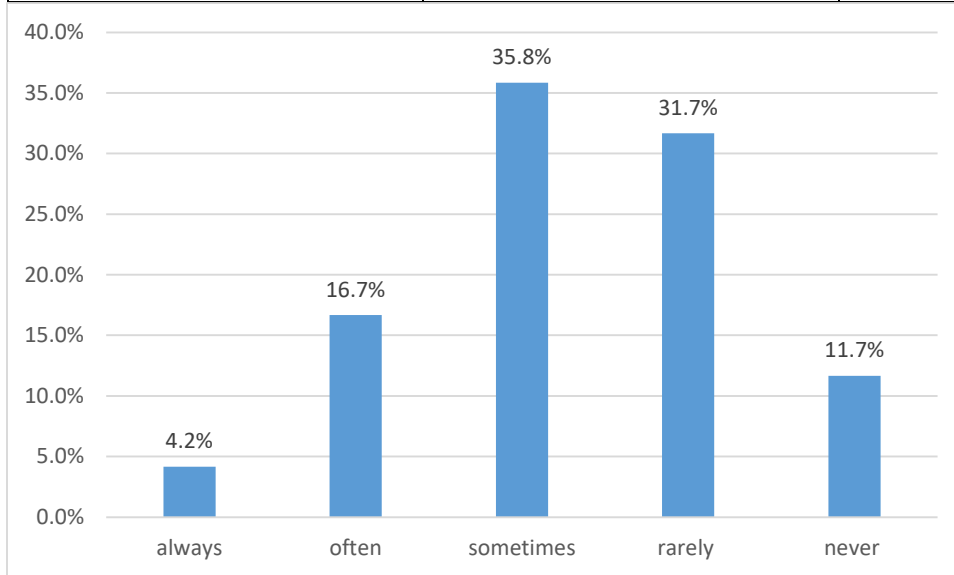


Source: questionnaire administered to Intermediate Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Foreign Languages Department of the University of El Salvador semester II in the year 2020.

According to this graph, it is evident that few of the respondents do not complete their homework according to their expectations which is the 7.5%. and the 63.4% of the respondents always and often complete their homework according to their expectations. Therefore, it can be said that most of the respondents complete their assignment quite often according to their expectations.

Graph 15: Complaining about not doing homework

Options	Number of responses	Percentages
Always	5	4.2%
Often	20	16.7%
Sometimes	43	35.8%
Rarely	38	31.7%
Never	14	11.7%
Total	120	100%

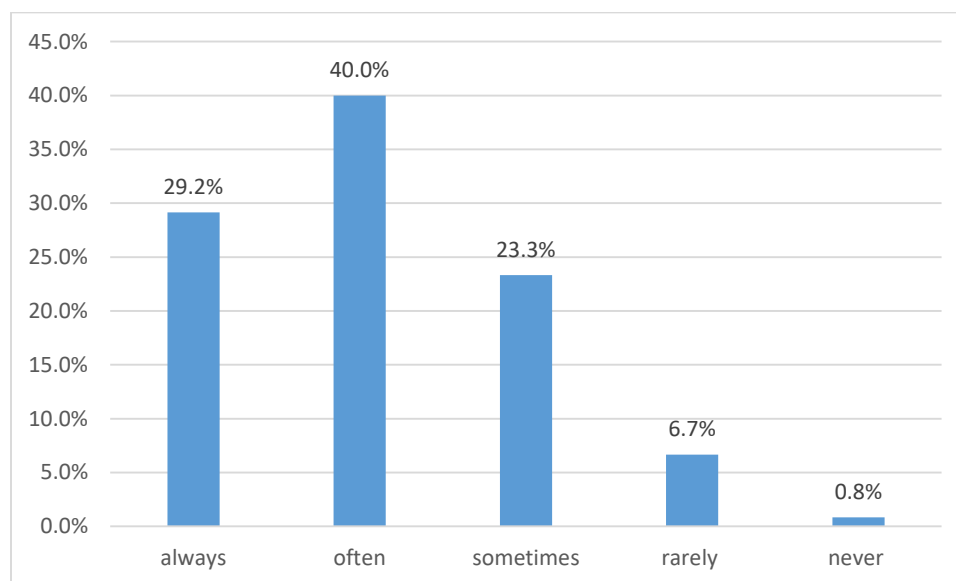


Source: questionnaire administered to Intermediate Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Foreign Languages Department of the University of El Salvador semester II in the year 2020.

It is evident that the 43,4% of the respondents do not complain about not doing homework because lack of time. However, there is a significant number of respondents that complain about not doing homework because lack of time which represent the 20.9% of them.

Graph 16: Being aware about the activities to complete

Options	Number of responses	Percentages
Always	35	29.2%
Often	48	40%
Sometimes	28	23.3%
Rarely	8	6.7%
Never	1	0.8%
Total	120	100%

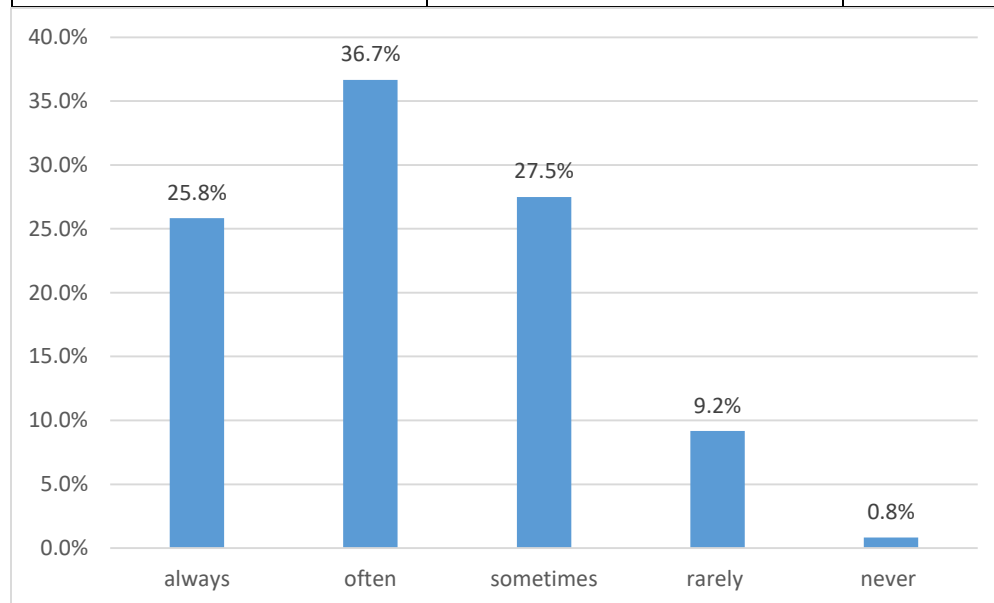


Source: questionnaire administered to Intermediate Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Foreign Languages Department of the University of El Salvador semester II in the year 2020.

As it is shown in this graph, the 69.2% of the respondents are aware of the activities they should complete in a specific period of time. And only the 7.5% of the respondents are not aware of the activities they should complete in a specific period of time. Therefore, most of the respondents are conscious about the activities they should complete in a specific period of time.

Graph 17: Planning ahead of activities

Options	Number of responses	Percentages
Always	31	25.8%
Often	44	36.7%
Sometimes	33	27.5%
Rarely	11	9.2%
Never	1	0.8%
Total	120	100%

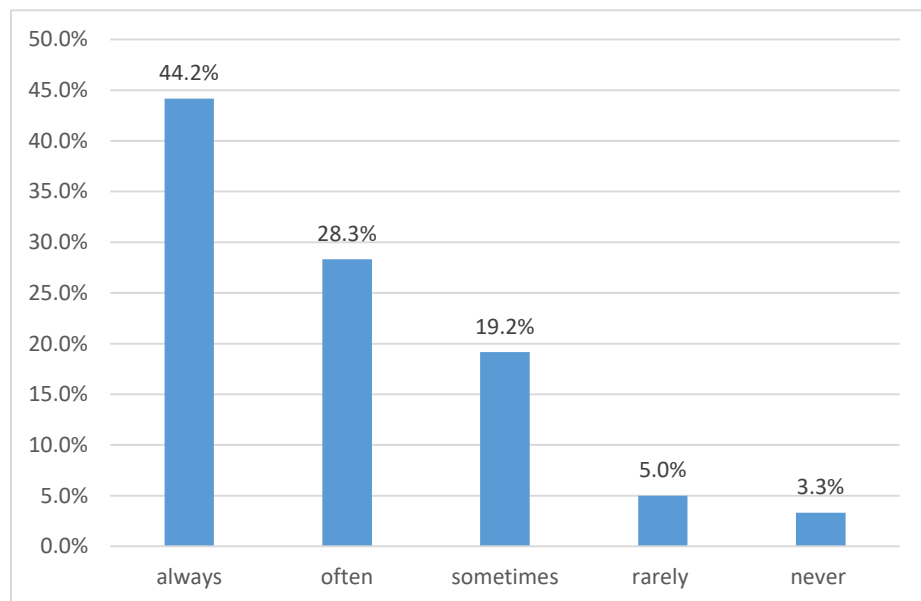


Source: questionnaire administered to Intermediate Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Foreign Languages Department of the University of El Salvador semester II in the year 2020.

According to this graph, the 62.5% of the respondents plan ahead their own activities in order to reach their highest productivity. But there is a significant number of respondents that do not plan ahead their own activities in order to reach their highest productivity which is the 10% of the respondents.

Graph 18: Efficiently of time management

Options	Number of responses	Percentages
Always	53	44.2%
Often	34	28.3%
Sometimes	23	19.2%
Rarely	6	5%
Never	4	3.3%
Total	120	100%

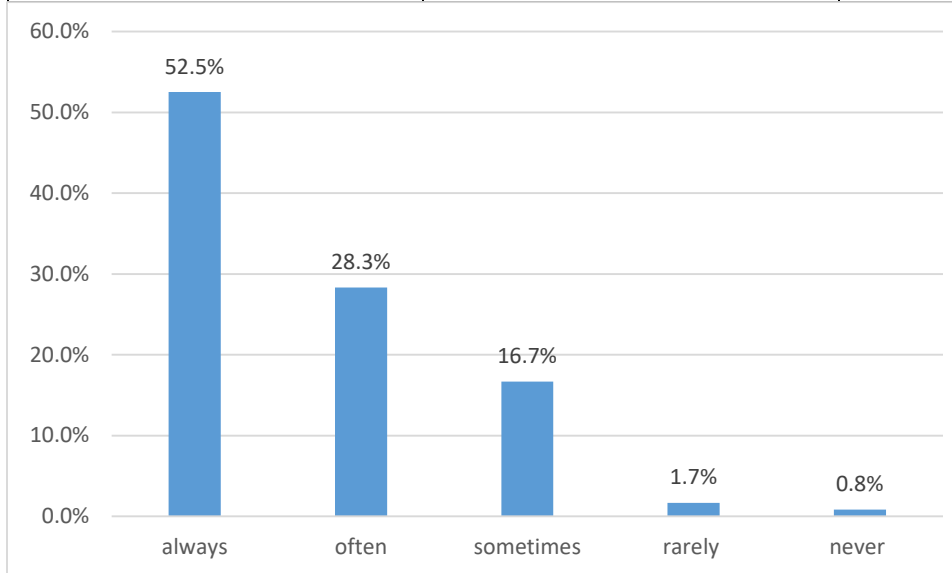


Source: questionnaire administered to Intermediate Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Foreign Languages Department of the University of El Salvador semester II in the year 2020.

As it is illustrated in this graph, the 72.5% of the respondents consider that using time management efficiently can help to reach their aims and targets. On the other hand, the 8.3% of the respondents think that using time management efficiently is not relevant to reach their aims and targets.

Graph 19: Time management skills as a positive impact in students learning

Options	Number of responses	Percentages
Always	63	52.5%
Often	34	28.3%
Sometimes	20	16.7%
Rarely	2	1.7%
Never	1	0.8%
Total	120	100%



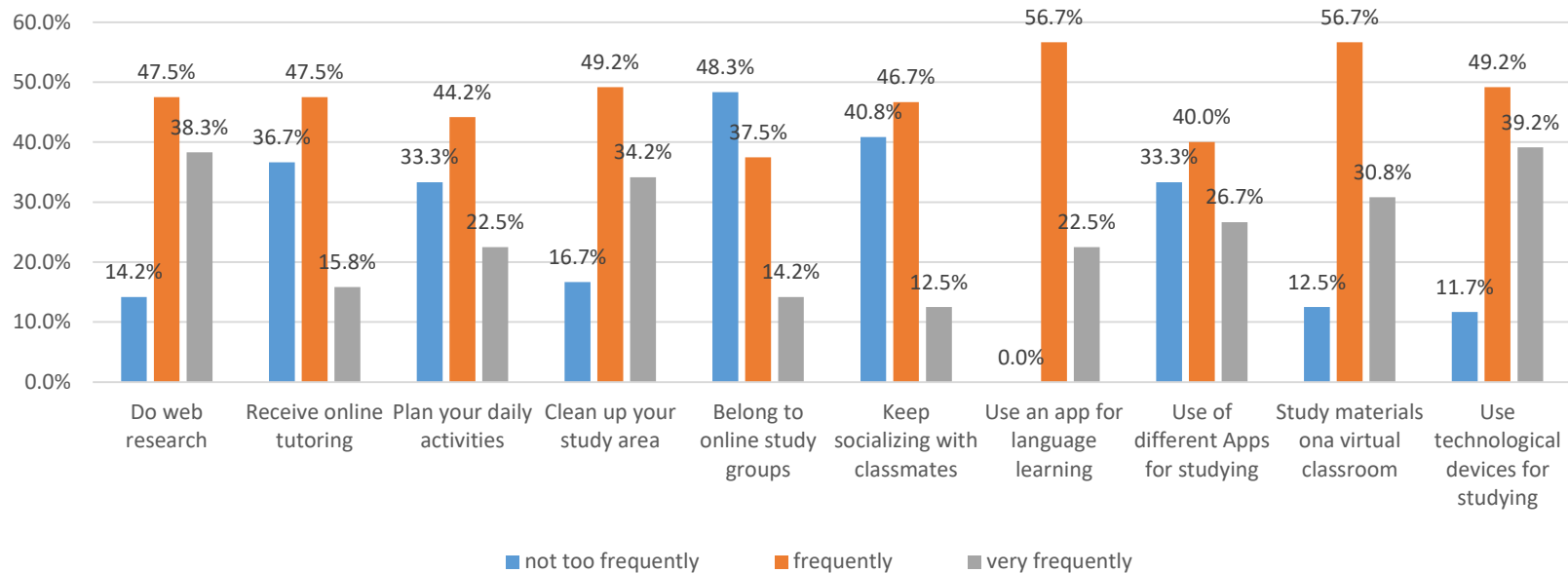
Source: questionnaire administered to Intermediate Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Foreign Languages Department of the University of El Salvador semester II in the year 2020.

From the information shown in this graph, the 52.5% of the respondents consider that time management skills have a positive impact on student learning and student outcomes. However, there is a small number of respondents which is the 2.5% of them that think time management skills do not have a positive impact on student learning and student outcomes.

Graph 20: Frequency of study habits

Study habits	Number of responses and percentages about Not too frequently	Number of responses and percentages about Frequently	Number of responses and percentage about Very frequently	Total of responses and percentages
Do web research.	17 (14.2%)	57 (47.5%)	46 (38.3%)	120 (100%)
Receive online tutoring.	44 (36.7%)	57 (47.5%)	19 (15.8%)	120 (100%)
Plan your daily activities.	40 (33.3%)	53 (44.2%)	27 (22.5%)	120 (100%)
Clean up your study area.	20 (16.7%)	59 (49.2%)	41 (34.2%)	120 (100%)
Belong to online study groups.	58 (48.3%)	45 (37.5%)	17 (14.2%)	120 (100%)
Keep socializing with classmates.	49 (40.8%)	56 (46.7%)	15 (12.5%)	120 (100%)
Use an app for language learning.	25 (20.8%)	68 (56.7%)	27 (22.5%)	120 (100%)
Use of different Apps for studying.	40 (33.3%)	48 (40.0%)	32 (26.7%)	120 (100%)
Study materials on a virtual classroom.	15 (12.5%)	68 (56.7%)	37 (30.8%)	120 (100%)
Use technological devices for studying.	14 (11.7%)	59 (49.2%)	47 (39.2%)	120 (100%)

Source: questionnaire administered to Intermediate Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Foreign Languages Department of the University of El Salvador semester II in the year 2020.



Source: questionnaire administered to Intermediate Intensive English I of the Bachelor of Arts in English with emphasis in Teaching at the Foreign Languages Department of the University of El Salvador semester II in the year 2020.

According to the set of graphs above, the study habits activities that most of the respondent's practice, are; do web research, clean up their study area, use an app for language learning, study material on a virtual classroom and use technological devices for study. However, the study habits activities that most of the respondents do not practice are; receive online tutoring, belong to online study group and keep socializing with classmates. As the set of graphs show above, all the respondents practice the study habits activities once in a while.

2) Quantitative Instrument: questionnaire

According to the first part of the instrument personal information was provided by students and after that the second part was about practice of study habits, researchers found out that the 49.2% of the respondents often practice study habits, but all respondents practice study habits, some of them always, some others sometimes and some others rarely but there was no student who said they never practice study habits. Likewise, in the third part that was about study places where students practice study habits, it was found that the 78.4% of the responses to these questions demonstrated that students practice study habits at home and they always study in the place where they feel comfortable. Moreover, the fourth part which was about time management in the development of study habits, researchers found out that most of the students manage their time properly because just a few of them are not responsible at the moment of using time management efficiently as the next results show, it was found that only the 6.7% of the respondents (8 out of 120 students) rarely finish their homework according to their expectations. Moreover, only the 4.2% of the respondents (5 out of 120 students) always complain about not doing homework because lack of time. Furthermore, there is an insignificant number of respondents that do not plan ahead their activities which represent the 9.2% of the respondents (11 out of 120 students). the fifth and last part was about frequency of practice study habits. It was found out in this part that most of the respondents frequently practice study habits. However, the habits that are not practiced very often by students are; **receive online tutoring, belong to online study group and keep socializing with classmates.** To conclude, it can be said that most of the students practice study habits and most of them manage their time efficiently. Therefore, it is evident that the good use of time management is very helpful for students.

IX. FINDINGS

A) ANSWERS TO THE RESEARCH QUESTIONS

1) GENERAL RESEARCH QUESTION

How do students from Intermediate Intensive English I, semester II, year 2020, manage their time for learning English at the Foreign Language Department at the University of El Salvador?

According to the results found out in the two instruments, the interview and questionnaire, there is a significant number of students from Intermediate Intensive English I that make good use of time management for learning English. (see graph 16, 17 and 18 in the part of univariate analysis). However, it cannot be generalized to all the respondents since there was a percentage of students who do not make good use of time management and do not practice study habits frequently (see graph 5 in the part of univariate analysis). Therefore, the answer to this question has two parts, students who manage their time properly and students who have poor time management. However, it is important to mention that the percentage of students who have good time management is higher than the ones with poor time management.

2) SPECIFIC RESEARCH QUESTIONS

- a) What are the activities students from intermediate intensive English I do for learning English, semester II, year 2020, Foreign Language Department, University of El Salvador?

The activities students from intermediate intensive English I practice the most are; do web research, clean up the study area, use of different apps for studying, study material on a virtual classroom, and use of technological devices for studying (see graph

20 in the part of univariate analysis). However, out of these five activities, do web research is the activity respondents practice most often since it is the one, they use to improve their learning. Furthermore, some respondents suggested that all students should do web research because it is very helpful when there is a topic that shows difficulties and by doing web research it can turn easy since there is a huge amount of information about any topic on websites (see qualitative data analysis in the part of codification and code study habits students practice).

- b) What are the places where students from Intermediate Intensive English I practice their study habits, semester II, year 2020, Foreign Language Department, University of El Salvador?

As the responses demonstrate, most of the students practice study habits at home and only few of them do it in a friend house (see graph 11 in the part of univariate analysis). It can be said this is because the current situation with the corona virus disease and all the restrictions implemented by the government. Therefore, the places where students can study are literally inside of the house or in a place near of the house. Almost all the participants said that they have been practicing study habits at home because it is the only place where they can develop their activities. Effectively, most of the respondents said they practice study habits in their bedroom which is the place they use for studying because they are alone, they can have privacy and it is the quietest place in the house. Another part of the respondents said that they practice study habits in the living room because they can practice with some relatives and the living room has more space than the other parts of the house (see graph 13 in the part of univariate analysis).

- c) How effectively do students of Intermediate Intensive English I courses manage their time for learning English, semester II, year 2020, Foreign Language Department, University of El Salvador?

According to the responses most of the students are responsible with their homework assignments. Most of them finish and deliver their homework assignments on due date even when they develop their homework under pressure because they consider they do not have enough time for finishing everything and that is why most of them have complain at least once about that situation (see set of questions four which is about time management, in the qualitative data analysis part). Therefore, it is evident that most of the respondents manage their time for learning English effectively. However, there are some students that need to improve their time management skill in order to reach their highest productivity.

- d) How often do students from Intermediate Intensive English I practice study habits, semester II, year 2020, Foreign Language Department, University of El Salvador?

According to the responses it can be said that all the respondents practice study habits quite often. However, not all of them work in this part with the same frequency as the others. As the evident shows the 80% of them practice study habit frequently and the rest practice study habits once in a while (see graph 20 in the part of univariate analysis). In conclusion, it can be said that most of the respondents manage their time properly in the process of learning English and they also practice study habits. However, it cannot be generalized to all the respondents since there was a percentage of students who do not make good use of time management and rarely practice study habits.

B. MOST IMPORTANT FINDINGS

1. Through the implementation of the instruments and the responses provided by the respondents, researchers found out that most of students have good time management in the development of their activities. Nevertheless, it cannot be generalized to all students since it was found out a significant number of students

who do not care about time management (see set of questions four which is about time management, in the qualitative data analysis part).

2. The study habits that most of students practice is to search in a website. Respondents said they make web research in order to improve their learning and to look for extra information related to a topic that is difficult to them (see graph 20 in the part of univariate analysis).
3. As the current situation about corona virus disease, it is evident that the places where students used to practice study habits has radically change. As a result, researchers found out that most of the respondents practice study habit at home and only few of them do it in a friend house (see graph 13 in the part of univariate analysis).
4. Generally, most of the respondents demonstrated to have an effectively time management skill since they mention to finish their assignments on due date or before the due date (see set of questions four which is about time management, in the qualitative data analysis part).
5. Researchers found out that all the respondents practice study habits since it is what the responses of the instruments demonstrated. However, it is important to mention that not all of them practice study habits with the same frequency. Some of them practice study habits frequently while others not too frequently. But what matters here is that all of them practice study habits once in a while (see graph 20 in the part of univariate analysis).

X. GENERAL CONCLUSIONS

1. For the exploration of time management of Intermediate Intensive English I students for learning English at the Foreign Language Department, University of El Salvador, a research has been carried out concluding that most of students have, at least, a little idea of what time management is and how it could be helpful if it is put into practice. By the current situation with the corona virus disease and all the restrictions implemented by the government, almost all participants said that they have been practicing study habits at home because it is the only place where they can develop their activities such as do web research, use of different apps for studying, study material on a virtual classroom and use of technological devices for studying. However, out of these four activities, do web research is the activity respondents practice most often since it is the one, they use to improve their learning.
2. This study showed that the students during corona virus disease developed learner awareness, learning process awareness and social awareness were raised. According to the results most of the students are responsible with their homework assignments. Likewise, most of them finish their homework assignments on due date Therefore, it is evident that most of the respondents manage their time for learning English effectively.
3. It is important to mention that the percentage of students who have good time management is higher than the ones with poor time management as the result shows the 49.2% (see graph 5) of the students often practice study habits. That was the highest percentage, but all students chose an option saying they practice study habits. In fact, it is for sure that most of the respondents manage their time properly in the process of learning English effectively. However, it cannot be generalized to all the respondents since there was a percentage of

students who do not make a good use of time management and rarely put into practice study habits.

4. On a pedagogical level, this investigation supports fundamental arguments raised by previous researchers whose thoughts are oriented to believe that good time management lead students to achieve their goals. Fife (2017) suggested that no cognitive personal behaviors such as a student's time perspective are effective predictors of academic outcomes as poor time management approaches mean that students find it hard to plan their work and may feel agitated toward the end of a course.

XI. RECOMMENDATIONS

Based on the information obtained through the researchers' instruments and students' responses, it can be said that time management is very helpful for most of the students. They have demonstrated that they make use of their time every day in different activities they develop. They were interested in sharing the ways how they manage their time and what are the activities they develop when using time management for learning English.

According with the previous results, researchers came up with some recommendations:

To the Intermediate Intensive English I students:

1. Students who manage their time efficiently should continue practicing time management when planning and developing their own activities in order to share what they do for being successful in this matter with others who do not manage their time efficiently.

2. Students who do not manage their time efficiently should learn how to practice time management when planning and developing their activities in order to be successful. What is recommended to all of them is that they should take into account what successful students do for using their time efficiently.
3. Students who do not practice time management at all should consider to manage their time because in that way there are more choices for being successful in their studies, they should look for information about the use of time management and they should also start to practice the use of their time when planning and developing their activities.
4. Students should investigate more about different study habits which can help them in the English learning process. That way they can find the most suitable for them.

To the Intermediate Intensive English I teachers:

1. Teachers should encourage students to put into practice different strategies or some study habits in that way students can get better results, better grades and also a better performance.
2. Future teacher should receive training with the skill to develop the use of technological devices in order to get ready for any situation such as online classes.

To the authorities at the University of El Salvador:

1. Now after carrying this investigation out, it is important to mention that students learning or teachers' performances do not depend on the authorities at all, but since they play a very important role on the decisions made; it would be good

for teacher to receive training to manage a traditional classroom or an online classroom.

2. The head of the Foreign Language Department should provide trainings to teachers about how to use different types of platforms to develop their classes such as; zoom, google meet, or any other available on websites in order to enrich their teaching.

XII. TECHNIQUES AND INSTRUMENTS

The first technique researchers will use is an interview in which an interview guide will be used as the instrument in order to collect the data, the second technique will be a survey, in which a questionnaire will be used as the instrument for collecting the data, researcher will design a questionnaire in order to pass it to all students from the sample.

XIII. THE RESEARCH REPORT

FORMAT FOR A MIXED RESEARCH REPORT

I. RESEARCH TOPIC

II. STATEMENT OF THE PROBLEM

- A. Description of the problem
- B. Objectives
- C. Research questions
- D. Justification/rationale
- E. Delimitation of the problem

III. FRAMEWORK

- A. Historical framework
- B. Theoretical framework
- C. Definition of key terms

IV. TYPE OF STUDY

- A. Exploratory
- B. Descriptive
- C. Correlational
- D. Explicative/ explanatory

V. HYPOTHESES

- A. Hypotheses
- B. Conceptual definition of variables
- C. Operational definition of variables

VI. RESEARCH DESIGN

- A. Non-experimental designs
 - 1. Cross-sectional or transversal design
 - 2. Longitudinal design
- B. Experimental designs
 - 1. Pre-experiments
 - 2. Quasi-experiments
 - 3. Pure experiments

VII. POPULATION AND SAMPLE

- A. Population
- B. Sample
 - 1. Random samples
 - a. Simple random sampling
 - b. Systematic sampling
 - c. Stratified random sampling
 - d. Cluster random sampling
 - 2. Nonrandom samples
 - a. Convenience sampling
 - b. Quota sampling
 - c. Purposive sampling
 - d. Snowball sampling

VIII. DATA GATHERING PROCESS

- A. Quantitative/ qualitative or qualitative/quantitative research techniques
- B. Quantitative/ qualitative or qualitative/quantitative research instrument(s)
- C. Data gathering plan

IX. DATA ANALYSIS

- A. Quantitative analysis
 - 1. Data base
 - 2. Statistical procedures
 - 3. Data analysis
 - 1. Univariate analysis
 - 2. Bivariate analysis

3. Multivariate analysis
- B. Qualitative analysis
 1. Analysis by questions
 2. Analysis by set of questions
 3. Analysis by instrument
 4. Comparison and contrast charts
 5. Matrixes
 6. Etc...

X. FINDINGS

- A. Hypotheses' test
- B. Answers to the research questions
- C. Most outstanding findings

XI. CONCLUSIONS

(1- 5 conclusions)

XII. RECOMMENDATIONS

ANNEXES

Annex A. Research project

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ANNEXES

1. Advisory meetings																																					
2. Project planning	Month					April				May				June				July				August				September				October				November			
3. Research profile	Weeks	1	2	3	4					1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
4. Research project progress																																					
5. Research project approval																																					
6. Research Profile Exposure																																					
7. Data gathering process																																					
8. Data analysis process																																					
9. Final research report																																					
10. Final research exposure																																					

A. TIME TABLE

B. CONCORDANCE TABLE

Concordance table for the Interview guide

TOPIC: Time management of Intermediate Intensive English I students for learning English at the Foreign Language Department, University of El Salvador, year 2020.

Research question(s)	Objectives	Hypothesis	Variables	Constructs	Indicators	Questions (instruments)	Technique
How do students from Intermediate Intensive English I manage their time for	✓ To describe how students from Intermediate Intensive English I, semester II, year 2020, at the Foreign Language Department	✓ Students from Intermediate Intensive English I at the Foreign Language	DV: students from Intermediate Intensive English I learning English at the foreign	✓ Erdem (1999) ✓ Ugur (2000 p 18)	✓ Study habits ✓ Priority activities	1) Do you plan ahead your own activities in order to reach the highest productivity?	Interview to students

<p>learning English?</p>	<p>manage their time for learning English at the University of El Salvador through a mixed-research approach. ✓ To identify the activities students from intermediate intensive English I do for learning English I by making an interview and administerig a</p>	<p>Depart ment have good time manage ment skill ✓ Student s from Interme diate Intensiv e English I at the Foreign Langua ge Depart ment</p>	<p>Language departme nt. IV: time managem ent of students from Intermedi ate Intensive English I.</p>	<p>✓ (Kearns & Gardiner ,2007; Kelly, 2002; McKenzi e & Gow, 2004)</p>		<p>2) Do you think that using time managem ent efficiently can help to reach your aims and target? 3) Do you consider time managem ent skills have a positive impact on student learning</p>	
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	<p>questionnaire, semester II, year 2020, Foreign Language Department, University of El Salvador</p> <p>✓ To establish the places where students from intermediate intensive English I practice their study habits by making an interview and administering a questionnaire,</p>	<p>have poor time management skill.</p>		<p>✓ Kelly (2002)</p> <p>✓ Stephen Covey's four quadrants to determine the priority of a task.</p>		<p>and student outcomes ?</p> <p>4) Are you aware of the time you have to do your academic activities?</p> <p>5) Have you ever done a list of the activities you should do during a day from the most important</p>	
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	<p>semester II, year 2020, Foreign Language Department, University of El Salvador.</p> <p>✓ To characterize effective time management organization among students from Intermediate Intensive English I by making an interview and administering</p>			<p>✓ Bashir et. Al (2012).</p> <p>✓ Crede and Kuncel (2008).</p> <p>✓ Rana and Kausar (2011).</p> <p>✓ Sarwar et. Al (2010).</p> <p>✓ Baothman, Aljefri, Agha, &</p>		<p>to the least ones?</p> <p>6) What are the study habits that you practice?</p> <p>7) How do you develop those activities in detail?</p> <p>8) what is the study habit that has given you no results?</p> <p>9) Which is the study habit that has given you better results?</p> <p>10) ¿Do you practice</p>	
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	<p>a questionnaire, semester II, year 2020, Foreign Language Department, University of El Salvador.</p> <p>✓ To evaluate how often students from Intermediate Intensive English I practice study habits by making an interview and</p>			<p>Khan (2018).</p> <p>✓ Tess Reidy (2020).</p> <p>✓ Mattha Busby (2020).</p> <p>✓ Kelly Roell (2019).</p>		<p>study habits in your study routine or just study at any time?</p> <p>11) Where do you practice study habits?</p> <p>12) What are the places where you practice most of your activities?</p> <p>13) What is the place</p>	
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	<p>administering a questionnaire, semester II, year 2020, Foreign Language Department, University of El Salvador.</p>			<p>✓ Güçlü (2001).</p> <p>✓ Keenan (1996).</p>		<p>where you feel more comfortable for studying English?</p> <p>14) ¿Do you complete your homework on due date?</p> <p>15) Have you ever complained about not doing homework because</p>	
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				<p>✓ Adeyem o (2005).</p> <p>✓ Aquino (2011).</p> <p>✓ Crede and Kuncel (2008).</p>		<p>lack of time?</p> <p>16) What are the study habits that you practice very frequently ?</p> <p>17) What are the study habits that you practice frequently ?</p> <p>18) What are the study habits that you practice not too frequently ?</p>	
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Concordance table for the questionnaire

TOPIC: Time management of Intermediate Intensive English I students for learning English at the Foreign Language Department, University of El Salvador, year 2020.

Research question(s)	Objectives	Hypothesis	Variables	Constructs	Indicators	Questions (instruments)	Technique
How do students from Intermediate Intensive English I manage their time for learning English?	<ul style="list-style-type: none"> ✓ To describe how students from Intermediate Intensive English I, semester II, year 2020, at the Foreign Language Department manage their time for learning English at the University of 	<ul style="list-style-type: none"> ✓ Students from Intermediate Intensive English I at the Foreign Language Department have good time 	DV: students from Intermediate Intensive English I learning English at the foreign Language department.	<ul style="list-style-type: none"> ✓ Erdem (1999) ✓ Uğur (2000 p 18) 	<ul style="list-style-type: none"> ✓ Study habits ✓ Priority activities 	<ul style="list-style-type: none"> ✓ How often do you practice study habits? ✓ How often do you develop those activities carefully? ✓ How often do you practice the study habit 	Survey

	<p>El Salvador through a mixed-research approach. ✓ To identify the activities students from intermediate intensive English I do for learning English I by making an interview and administering a questionnaire, semester II, year 2020, Foreign Language Department, University of El Salvador ✓ To</p>	<p>management skill</p> <p>✓ Students from Intermediate Intensive English I at the Foreign Language Department have poor time management skill.</p>	<p>IV: time management of students from Intermediate Intensive English I.</p>	<p>✓ (Kearns & Gardiner, 2007; Kelly, 2002; McKenzie & Gow, 2004)</p> <p>✓ Kelly (2002)</p>		<p>that gives you no results? ✓ How often do you practice the study habit that gives you better results? ✓ How often do you practice study habits in your study routine? ✓ How often do you make a list of the activities you should do during a day</p>	
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	<p>establish the places where students from intermediate intensive English I practice their study habits by making an interview and administering a questionnaire, semester II, year 2020, Foreign Language Department, University of El Salvador.</p> <p>✓ To characterize effective time</p>			<p>✓ Stephen Covey's four quadrants to determine the priority of a task.</p>		<p>from the most important to the least ones?</p> <p>✓ How often do you practice study habits at home?</p> <p>✓ How often do you practice most of your activities out of home?</p> <p>✓ How often do you study English in a place where you</p>	
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	<p>management organization among students from Intermediate Intensive English I by making an interview and administering a questionnaire, semester II, year 2020, Foreign Language Department, University of El Salvador.</p> <p>✓ To evaluate how often students from</p>					<p>feel comfortable? ✓ How often do you finish doing homework according to your expectations? ✓ How often do you complain about not doing homework because lack of time? ✓ How often are you aware of the activities you</p>	
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	<p>Intermediate Intensive English I practice study habits by making an interview and administering a questionnaire, semester II, year 2020, Foreign Language Department, University of El Salvador.</p>					<p>must complete in a specific period of time? ✓ How often do you plan ahead your own activities in order to reach the highest productivity? ✓ How often do you think that using time management efficiently can help to reach your</p>	
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						<p>aims and target?</p> <p>✓ How often do you consider time management skills have a positive impact on student learning and student outcomes?</p> <p>✓ How frequently do you practice the following study habits?</p>	
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C. INSTRUMENTS



UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT
2020



Interview guide address to students of Intermediate Intensive English I semester II 2020.

Objective: to explore how students of Intermediate Intensive English I manage their time for learning English at the Foreign Language Department, University of El Salvador. Semester II-2020.

Directions: Record the interview to complete the answers.

INTERVIEW QUESTIONS

Part 1. Generalities

1) What is your name?

2) How old are you?

a) 16-20 b) 21-25 c) 26-30 d) 31-35 e) more than 35

3) Where do you live?

a) City b) town c) village

4) Do you work?

a) Yes b) No

5) What is your gender?

a) Male b) Female

Part 2. Study Habits

6) What are the study habits that you practice? **Bashir et. Al (2012).**

No	STUDY HABITS	✓
1	Do web research.	
2	Receive online tutoring.	
3	Plan your daily activities.	
4	Clean up your study area.	
5	Belong to online study groups.	
6	Keep socializing with classmates.	
7	Use an app for language learning.	
8	Use of different Apps for studying.	
9	Study materials on a virtual classroom.	
10	Use technological devices for studying.	

7) How do you develop those activities in detail? **Crede and Kuncel (2008).**

8) What is the study habit that has given you no results? **Rana and Kausar (2011).**

9) Which is the study habit that has given you better results? **Sarwar et. Al (2010).**

10) Do you practice study habits in your study routine or just study at any time?
Baothman, Aljefri, Agha, & Khan (2018).

11) Have you ever done a list of the activities you should do during a day from the most important to the least ones? **(Stephen Covey's four quadrants to determine the priority of a task).**

Part 3. Study Places

12) Where do you practice study habits? **Tess Reidy (2020).**

No	STUDY PLACES	✓
1	At home.	
2	in the park.	
3	in the garden.	
4	in a cybercafe.	
5	In the bedroom.	
6	in the backyard.	
7	in the living room.	
8	In a friend's house.	
9	at the neighbor's house.	
10	On the second floor of the house.	

13) What are the places where you practice most of your activities? **Mattha Busby (2020).**

14) What is the place where you feel more comfortable for studying English? **Kelly Roell (2019).**

Part 4. Time Management

15) Do you complete your homework on due date? **Güçlü (2001).**

16) Have you ever complained about not doing homework because lack of time?
Keenan (1996).

17) Are you aware of the activities you must complete in a specific period of time?
While Kelly (2002).

18) Do you plan ahead your own activities in order to reach the highest productivity? **Erdem (1999).**

19) Do you think that using time management efficiently can help to reach your aims and target? **Uğur (2000 p 18).**

20) Do you consider time management skills have a positive impact on students' learning and students' outcomes? **Kearns & Gardiner (2007).**

Part 5. Study Frequency

1) How frequently do you practice the following study habits? **Bashir et. Al (2012).**

1. Not too frequently 2. Frequently 3. Very Frequently

No	STUDY HABITS	Frequency		
		1	2	3
1	Do web research.			
2	Receive online tutoring.			
3	Plan your daily activities.			
4	Clean up your study area.			
5	Belong to online study groups.			
6	Keep socializing with classmates.			
7	Use an app for language learning.			
8	Use of different Apps for studying.			
9	Study materials on a virtual classroom.			
10	Use technological devices for studying.			

ANNEXES:

A) Terms definition:

Study habits are the activities you plan to do for having a better development when studying English.

Study places are the spaces where you study, it can be a room or location that you use for developing the activities you planned.

Time management is the process of planning and controlling how much time to spend on specific activities that you plan to do during the day.

Study frequency is how often you develop specific activities during certain periods of time, and if you develop those activities very frequently or not.



UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT
2020



**Questionnaire address to students of Intermediate Intensive English I
semester II-2020.**

Objective: to explore how students of Intermediate Intensive English I manage their time for learning English at the Foreign Language Department, University of El Salvador. Semester II-2020.

Directions: Check the answer of your preference.

SURVEY QUESTIONS

Part 1. Generalities

1) What is your name?

2) How old are you?

b) 16-20 b) 21-25 c) 26-30 d) 31-35 e) more than 35

3) Where do you live?

b) City b) town c) village

4) Do you work?

a) Yes b) No

5) What is your gender?

a) Male b) Female

Part 2. Study Habit Activities

6) How often do you practice study habits?

Always Often Sometimes Rarely Never

7) How often do you develop those activities carefully?

Always Often Sometimes Rarely Never

8) How often do you practice study habits in your study routine?

Always Often Sometimes Rarely Never

9) How often do you practice the study habit that gives you no results?

Always Often Sometimes Rarely Never

10) How often do you practice the study habit that gives you better results?

Always Often Sometimes Rarely Never

11) How often do you make a list of the activities you should do during a day from the most important to the least ones?

Always Often Sometimes Rarely Never

Part 3. Study Places

12) How often do you practice study habits at home?

Always Often Sometimes Rarely Never

13) How often do you practice most of your activities out of home?

Always Often Sometimes Rarely Never

14) How often do you study English in a place where you feel comfortable?

Always Often Sometimes Rarely Never

Part 4. Time Management

15) How often do you finish doing homework according to your expectations?

Always Often Sometimes Rarely Never

16) How often do you complain about not doing homework because lack of time?

Always Often Sometimes Rarely Never

17) How often are you aware of the activities you must complete in a specific period of time?

Always Often Sometimes Rarely Never

18) How often do you plan ahead your own activities in order to reach the highest productivity?

Always Often Sometimes Rarely Never

19) How often do you think that using time management efficiently can help to reach your aims and target?

Always Often Sometimes Rarely Never

20) How often do you consider time management skills have a positive impact on student learning and student outcomes?

Always Often Sometimes Rarely Never

Part 5. Study Frequency

21) How frequently do you practice the following study habits?

1. Not too frequently 2. Frequently 3. Very Frequently

No	STUDY HABITS	Frequency		
		1	2	3
1	Do web research.			
2	Receive online tutoring.			
3	Plan your daily activities.			
4	Clean up your study area.			
5	Belong to online study groups.			
6	Keep socializing with classmates.			
7	Use an app for language learning.			
8	Use of different Apps for studying.			
9	Study materials on a virtual classroom.			
10	Use technological devices for studying.			

ANNEXES:

A) Terms definition:

Study habits are the activities you plan to do for having a better development when studying English.

Study places are the spaces where you study, it can be a room or location that you use for developing the activities you planned.

Time management is the process of planning and controlling how much time to spend on specific activities that you plan to do during the day.

Study frequency is how often you develop specific activities during certain periods of time, and if you develop those activities very frequently or not.

D. CODING AND CLASSIFYING DATA

1. SUMMARIES

a) SUMMARIES BY QUESTIONS

Question 1: What is your name?

In the first question in the generalities part, **students were asked about their names and last names** in order to identify them as part of the sample and also to mark their names in the list in order to know if they had already been interviewed, **each respondent shared their name and they also shared their last name.**

Question 2: How old are you?

In the second question in generalities, **students were asked about their age** in order to know if most of them were **adolescents, young adults or adult people.** What most of the students said is that **they are between 16-20 years old**, that means that most of the **students are adolescents.** Another important thing to mention is that there are no more than **2 adult people who are older than 35 years old.**

Question 3: Where do you live?

In the third question of the generalities part, **students were asked about the place they live in.** they were asked if **they lived in a city, town or village.** What most of them said was that **they live in the city** because living in the city makes easier to study at the university and they can take public transportation without spending a lot of money, that is why **they have moved from towns and villages to the city.**

Question 4: Do you work?

In the fourth questions in generalities, students were asked if they worked or if they did not work. What most of the respondents said that they do not work. They responded that because they think that it is more difficult to work and study at the same time and that is the reason why they prefer not to work while studying at the university.

Question 5: What is your gender?

In the fourth questions of the generalities part, students were asked about their gender in order to know if most of the participants were men or women. What most of the respondents said was that they are female, something important to take into account is that 3 out of 4 students said they are female and just 1 out of 4 said that they are male.

Question 6: What are the study habits that you practice? **Bashir et. Al (2012).**

According to the current situation, habits have changed. Nowadays, there are some new study habits that students can practice at home. From all the answers gotten, it can be said that respondents practice different study habits, they chose some of them from a list when they were interviewed and most of the respondents said that the habit they practice the most is do web research because in that way they can look for something they have misunderstood or something they want to investigate, respondents mentioned that this habit is helpful for them. Even so, there are some other habits they practice; for example: clean up the study area, use technological devices for studying, study material on a virtual classroom. These are the habits students practice the most, they said that being in a clean area is amazing because you feel more comfortable when using your technological devices for studying or looking material in virtual classrooms. They practice study in an orderly and timely manner, having belong to online study groups as the habit that is not practiced for most of the students.

Question 7: How do you develop those activities in detail? **Crede and Kuncel (2008).**

Researchers interviewed students asking about study habits and related issues, they were not only asked whether they practice study habits but which ones and the way how they practice them. Respondents mentioned the habits they practice and they also explained how they practice each one. The habit that is the most used study habit for students is **do web research**, when they do not understand a word and they search the meaning on the web, they also use it when they do not understand a topic, they just type the topic on Google and look for information about that topic in order to learn more about it, another way how they develop this habit is when they look for pages for practicing different kinds of online exercises and so on. The habit mentioned before is the most used for respondents but there are others that are also used very carefully; for example: **plan daily activities, study material on virtual classrooms, and use technological devices for studying**. In the first one, respondents said that they write their activities in a notebook or an agenda and some of them use a digital calendar for planning their activities. In the second one, respondents said that they look on the internet the materials teachers upload for them, some of the virtual material they look for are, exercises, lessons, topics etc. In the last place, respondents said that they use different devices for studying. For example: Tablets, laptops. Computers and cellphones.

Question 8: What is the study habit that has given you no results? **Rana and Kausar (2011).**

Nowadays, students are practicing different study habits in order to learn English. Unfortunately, not all habits give students the best results, some study habits give no results to students who practice them, In the interview, most of the respondents said that there are two habits that give them no results; **keep socializing with classmates** is the first one, respondents made clear that this habit does not work because their classmates do not speak English when talking or chatting for they prefer to speak in Spanish or they never answer messages on social medias when it is required. **Belong to online study groups** is the second one, respondents were pretty sure when saying that this habit does

not render 'positive results because students who belong to online study groups never participate, they never say anything and they share nothing with no one, some other times, students talk about other topics that are not related to language learning.

Question 9: Which is the study habit that has given you better results? **Sarwar et. Al (2010).**

There are some habits that students practice in order to get the best results, what students look for is learning more using different study habits that work for them. In the interview administered to students, they mentioned the habits that has given them the best results were two. Most of them said that **do web research** was the habit that has given them the best results in comparison with the other ones. Respondents suggest that this habit must be practiced by all students because it is very helpful, they said that you can use the web for looking for anything, English topics, English lesson, English Classes and you can also look for words, phrases or sentences in a web dictionary. Almost the same quantity of respondents placed the following habit in the second place of the habits that give the best results, **study material in virtual classrooms**. Respondents said that they get familiar when they look for material that teachers post of upload on the virtual classrooms.

Question 10: Do you practice study habits in your study routine or just study at any time? **Baothman, Aljefri, Agha, & Khan (2018).**

Considering respondents' answers in the interview, it is clear that there are differences among all students' answers. Students were asked if they practice study habits in a daily basis or if they just studied at any time. A study routine is when students plan their daily activities and create a schedule for developing those activities in certain periods of time, in that way students can place a study habit in their list of activities and schedule the time when they will develop it. On the other, study at any time is when students do not plan their activities, they just study when they are free or when they remember to do it, 2 out of 3 students chose the second option, they said they Practice

study habits at any time because planning activities takes so long, some of the respondents that chose the second option, they said they just study at any time because they did not have time for planning activities, some others said that they did not like to plan their activities, and a little part from them said that they just study before evaluations. 1 out of 3 students said that they practice study habits in their study routine. It means that most of the students practice study habits at any time.

Question 11: Have you ever done a list of the activities you should do during a day from the most important to the least ones? **(Stephen Covey's four quadrants to determine the priority of a task).**

It is clear that when talking about activities, one of the most important things to consider is a list of activities. Normally, this list is written in different ways, some of them are written on a page, in a notebook, in an agenda or even in a digital agenda on the cellphone, computer or tablet. All the activities are written according to the place in which they will be developed; that was what students were asked for, if they have ever done a list of activities they should do during a day from the most to the least important and 2 out of 3 students said that they have done a list of their activities so many times, this part of respondents think that making a list of your activities helps you to be more organized and let you develop better your activities. On the other hand, 1 out of 3 students said that they have never done a list of the activities they should do during a day, this part of respondents was pretty sure that making a list is not important, what matters is doing the activities if necessary. It means that most of the students have done a list of their activities so many times.

Question 12: Where do you practice study habits? **Tess Reidy (2020).**

Study habits have changed because the current situation and study places have changed as well; nowadays, the places where students can study are literally inside of the house or in a place near of the house because educational institutions are closed and it is not possible to study in those institutions by the moment. That is why, students were

asked for the places they have been practicing study habits at. Coherently, almost all the participants in the interview said that they have been practicing study habits at home because it is the only place where they are able to study but a few participants said that they study out of house, either in a friend's house or in the neighbor's house.

Question 13: What are the places where you practice most of your activities? **Mattha Busby (2020).**

Taking into account what almost all participants said in the interview, when they were asked for the places they have been practicing study habits, it is clear that students practice study habits at home and in order to have a concise answer about the places where they practice those habits there was another question about those places where they practice most of their activities. If almost all respondents said that they practice study habits at home, it was obvious that they practice those habits and activities in a place inside of the house. Effectively, most of the respondents said they practice study habits in their bedroom; that is the first place they use for studying because they are alone, they can have privacy and it is the quietest place in the house. Another part of the respondents said that they practice study habits in the living room as the second place they use for studying because they can be practiced with some relatives and the living room has more space than the other parts of the house, the rest of study places were not chosen by more than seven respondents.

Question 14: What is the place where you feel more comfortable for studying English? **Kelly Roell (2019).**

It is clear that students have a specific place to study and practice study habits, that place is the house, but it is also clear that they have specific places inside of the house for studying and practicing study habits, those places are the bedroom and the living room but there was something more to ask for, it was about the place where they feel more comfortable for studying. In the same way, students chose the bedroom and the living room as the places where they practice most of their activities, they also chose

those places as the ones where they feel more comfortable for studying. The bedroom was chosen for most of the respondents, they think they can be more comfortable in that place because there is privacy and because they can be relaxed listening to music or doing what they like to do while studying. The living room was chosen by another part of the respondents, they think they can be lying on the sofa or on the floor and they can be with their relatives while studying, the rest of study places were not chosen by more than five respondents.

Question 15: Do you complete your homework on due date? **Güçlü (2001).**

Homework assignments are something very common in schools and universities; it is a common matter in education because it helps students to increase their knowledge by practicing what they have learned in class. Sometimes, homework helps students to be more responsible because there is a due date when students must deliver them, it is supposed that all students must finish their homework on time in order to deliver them on due date and that is what the following question shows. Students were asked if they complete their homework on due date in order to see whether they are responsible or they are not. Fortunately, it turned out as expected; most of respondents said that they complete their homework on due date because that is something that they must do during the whole semester, some of them said that they complete their homework on time because they prioritize them before other activities, some others said that they complete them because it is mandatory. But the smallest part of just few respondents said that they do not complete their homework on due date because they have more scholar activities to do before homework and they have no enough time for finishing them on time.

Question 16: Have you ever complained about not doing homework because lack of time? **Keenan (1996).**

Talking about homework, in the latter analysis was evident that most of the students complete their homework on time and deliver them on due date but a few students said that they do not complete their homework on time and do not deliver them

on due date. If most of students are able to complete homework on due date it was supposed that they have not complained about not doing homework because lack of time. Effectively, that is what most of the respondents said when they were interviewed using that question. More than a half of respondents said that they have not complained about not doing homework on due date because they think that teachers give them enough time for finishing their homework and deliver them in a certain period of time. In this analysis it is pretty clear that most students are able to finish their homework on time and they are able to deliver them on due date because they have enough time for doing so and that is why they do not complain about the time for doing homework.

Question 17: Are you aware of the activities you must complete in a specific period of time? **While Kelly (2002).**

When studying at University, there are a lot of activities to develop; those activities are the ones students may develop during the time they are studying until they finish. Something Important to make clear is that students must develop those activities in certain periods of time. Students were asked if they are aware of the activities they must develop or if they are not, what almost all respondents said was that they are aware of their activities because they need to think about them and develop them in a specific time. Fortunately, just a few students, no more than five of them said that they are not aware of their activities because it takes so long being thinking in all the activities they have to develop, they said that they like to develop their activities when they remember them and often times they forget to develop certain activities in the specific time they ought to do it.

Question 18: Do you plan ahead your own activities in order to reach the highest productivity? **Erdem (1999).**

In the first question of the interview students were asked if they practice study habits and most of them said yes, after that they were asked if they have ever done a list of the habits and activities they practice and most of them said they have, according to the answers most of the respondents gave in previous questions it is clear that most of

respondents would say they plan ahead their activities in order to reach the highest productivity and efficiency, that was what the biggest part of respondents said to this question, they always plan their own activities because in that way they get better result when planning their own activities, they plan them and after that they develop them in order to reach the highest productivity. But no all respondents responded that, a small part said that they do not plan ahead their activities because it is not the way they like to work, planning is no need for them, they just develop their activities when they want to do it.

Question 19: Do you think that using time management efficiently can help to reach your aims and target? **Uğur (2000 p 18).**

Time management is a topic that is tough to students since they were younger, they know how to manage their time effectively, that is why a question about time management was asked to students, they were asked if they think that using time management efficiently can help them to reach their aims and target and what almost everyone said was yes. Most of them responded positively because they are pretty sure that when you manage your time efficiently you can reach your goals. But not all respondents think the same, no more than five participants said that they are sure that the good use of time management does not mean that you can reach your goals in life because students could manage time properly but if you do not make an effort for reaching what you have set as your goals you are not going to be able to reach them.

Question 20: Do you consider time management skills have a positive impact on students' learning and students' outcomes? **Kearns & Gardiner (2007).**

Time management skills are very well known among students, they know if these skills have a positive or a negative impact on students learning and students' outcomes. That is why participants were asked if they consider that time management skills have or have no a positive impact on students' performance. Almost all participants said that they consider that those time management skills have a positive impact because it can be

easily detected through students' examples, it is clear that students who practice the skills when they manage their time get a better learning and outcome than the ones that do not practice time management skills. Even though, as usual, there are some students (only 2 of them) who said that they do not consider that time management skills have a positive impact because you can get a good learning and outcome even when you do not practice time management skills.

Question 21: How frequent do you practice the following study habits? **Bashir et. Al (2012).**

According to the habits that were presented in a box, respondents chose 1 out of 3 options; the first option was if they practice those habits not too frequently, the second option was if they practice those habits frequently and the third option was if they practice those habits very frequently. In the first habit in the list **do web research**, most of the participants said they practice this study habit frequently. In the second habit **receive online tutoring**, most of the participants said they practice this study habit frequently. In the third habit **plan your daily activities**, most of the participants said they practice this study habit frequently. In the fourth habit **clean up your study area**, most of the participants said they practice this habit frequently. In the fifth habit **belong to online study groups**, most of the participants said they practice this study habit not too frequently. In the sixth habit **keep socializing with classmates**, most of the participants said they practice this study habit frequently. In the seventh habit **use an app for language learning**, most of the participants said they practice this study habit frequently. In the eighth habit **use of different apps for studying**, most of the participants said they practice this study habit frequently. In the ninth habit **study materials on a virtual classroom**, most of the participants said they practice this study habit frequently. In the last habit **use technological devices for studying**, most of the participants said they practice this study habit frequently.

Chart

Study habits	Frequency
Do web research.	frequently
Receive online tutoring.	frequently
Plan your daily activities.	frequently
Clean up your study area.	frequently
Belong to online study groups.	Not too frequently
Keep socializing with classmates.	frequently
Use an app for language learning.	frequently
Use of different Apps for studying.	frequently
Study materials on a virtual classroom.	frequently
Use technological devices for studying.	frequently

b) SUMMARIES BY SET OF QUESTIONS

1) Set of Questions 1: Generalities

According to what students responded during the interview, it is clear that the information they provided is very important and worthy to take into consideration. Participants provided their names and also their age, most of them are adolescents and also most of them are currently living in the city. Other relevant issues are that most of the participants are not working yet and most of them are females.

2) Set of Questions 2: Study Habits

According with the analysis of each question that belongs to this set of questions, it is clear that the habit that is used the most for students is **do web research**. It is not only the habit that most of the students practice, it is also the habits that most of the students practice very carefully, they take into account everything when they practice this study habit; most of the respondents have said about this habit that it is the one that has

given them better results because it helps a lot in everything students need to look for, either the meaning of a word in a digital dictionary or information about any topic they want to search about. Using this habit and some others that are important as well, most of the respondents said that they practice study habits at any time but not in a study routine, they said they consider that practicing study habits at any time is better for them because they do not lose time for planning but they use that time for developing their own activities when it is necessary. Most of the students practice study habits at any time because they do not use to make a list of the activities they develop during the day.

3) Set of Questions 3: Study Places

According with the analysis of each question that belongs to this set of questions, it is very clear that the place where most of students practice study habits is at home, they said they are studying at home because the current situation caused by the new Corona Virus Disease 2019 (Covid19). What is worthy to take into account is that almost all participant chose this place and a few of them did not selected it, Another thing that is worthy to mention is about the places in the house they use for practicing most of their activities in English, there were two places inside of the house where they practice most of the activities, the first place is the bedroom, and the second one is the living room. Incredibly, the same two places in the same order where chosen by students when they were asked about the places, they feel more comfortable for studying English. Those places where the most chosen for most of the participants in the interview.

4) Set of Questions 4: Time Management

According with the analysis of each question that belongs to this set of questions, it is for sure that most of the students are responsible, most of them finish and deliver their homework assignments on due date, and they develop their homework assignments on time because they consider they have enough time for finishing everything and that is why most of them have not complained about that situation. Fortunately, most of the time students complete their activities because they are always aware of all their activities

because they do a list of their activities in order to reach the highest productivity, it is also known that when students use time management efficiently, it is helpful at the moment of reaching aims and target. Besides, it positively impacts on the time management skills and students' learning and outcomes.

5) Set of Questions 5: Study Frequency

According to the analysis of the question that belongs to this set of questions, there are some habits that students practice more frequently than others; for example, there are some habits that students do not practice very often, some others are practiced frequently and the others are practiced very frequently. The habits that are not practiced very often are the following: **receive online tutoring, belong to online study groups and keep socializing with classmates.** Now the habits that are practiced frequently are the next ones: **plan your daily activities, clean up your study area, use an app for language learning and the use of different apps for studying.** And to finish with, the habits that are practice very frequently are these ones: **do web research, study material on a virtual classroom and use technological devices for studying.**

c) SUMMARIES BY INSTRUMENTS

1) Qualitative Instrument: Interview

The interview was the qualitative instruments used for gathering the qualitative information provided by students, they responded all questions from the five set of questions administered by researchers. What is worthy to mention is that **students provided personal information** and **they also provided important information about their study habits** and **how they practice them, the places where they practice not only their study habits but also their own activities, the use of their time, if they manage it correctly and how they do it** and at the end the frequency they use when practicing their habits and activities, the frequency they practice those activities in different places and the frequency they practice time management efficiently. As a conclusion, according with the analysis

of each of the questions and the analysis of each set of questions, this instrument made clear that most of the students are very responsible because most of **them practice study habits very carefully** and **most of the time they practice time management efficiently**.

2) Quantitative Instrument: questionnaire

According to the first part of the instrument personal information was provided by students and after that the second part was about practice of study habits, researchers found out that **the 70% of the respondents practice study habits**. Although, **not all of them practice study habits always but often**. Likewise, in the third part that was about **study places where students practice study habits**, it was found that the 80% of the responses to these questions demonstrated that **students practice study habits at home and they always study in the place where they feel comfortable**. Moreover, the fourth part which was **about time management in the development of study habits**, researchers found out that **most of the students manage their time properly because just a few of them are not responsible at the moment of using time management efficiently** as the next results show, it was found that only the 6.7% of the respondents (8 out of 120 students) rarely finish their homework according to their expectations. Moreover, only the 4.2% of the respondents (5 out of 120 students) always complain about not doing homework because lack of time. Furthermore, there is an insignificant number of respondents that do not plan ahead their activities which represent the 9.2% of the respondents (11 out of 120 students). the fifth and last part was about **frequency of practice study habits**. It was found out in this part that **most of the respondents frequently practice study habits**. However, the habits that are not practiced very often by students are; **receive online tutoring, belong to online study group and keep socializing with classmates**. To conclude, it can be said that **most of the students practice study habits** and **most of them manage their time efficiently**. Therefore, it is evident that the good use of time management is very helpful for students.

2. CODING (CLASSIFYING) DATA.

a) CREATING CODES

Codes
Personal information
Study habits student practice
Places students practice study habits
Time management skills when studying
Frequency students practice study habits

b) CLASSIFYING DATA

Personal information

Students were asked about their names and last names and each respondent shared their names and last names as well. They were also asked about their age if they are adolescents, young adults or adult people and what participants said was that they are between 16-20 years old. It means that most of the students are adolescents and just few of them are older than 35 years old. Another thing they were asked for was about the place they live in, if they live in a city, town or village and most of them said they live in the city because they have moved from towns and villages to the city. Another important thing students were asked for was if they work or if they do not work and what they said was that they do not work because they think that is more difficult to work, they prefer not to work and a last thing students were asked for was about their gender if they were men or women and most of them said they are female and a smaller part said they are male.

Study habits student practice

There are many ways to put into practice study habits such as **clean up the study area, use technological devices for studying, study material on a virtual classroom,** but according to the responses most of the respondents said that the habit they practice

the most is **do web research** most of the participants said they practice this study habit very frequently and Respondents suggest that this habit must be practiced for all students because it is very helpful to use the web for looking everything and **study material in virtual classrooms** is one of the best habits for getting good results. Respondents said that they get familiar when they look for material that teachers post and upload on the virtual classrooms. On the other hand, most of the respondents said that there are 2 habits that give students no results. The one that is in the first place of giving no result to students is **keep socializing with classmates**, this habit does not work because their classmates do not speak English when talking or chatting because they prefer to speak in Spanish. In the second place of the list is **belong to online study groups**, respondents were pretty sure when saying that this habit does not give results because students who belong to online study groups never participate.

Places students practice study habits

At the same way how study habits have changed because the current situation, study places have also changed. Nowadays, the places where students can study are literally inside of the house or in a place near of the house, they said they are studying **at home** because the current situation caused by the new Corona Virus Disease 2019 (Covid19). Almost all the participants said that they have been practicing study habits **at home** because it is the only place where they are able to study practicing study habits, but a few participants said that they study out of house, either in **a friend's house** or in **the neighbor's house**. Taking into account what almost all participants said in the interview when they were asked for the places, they have been practicing study habits, it is clear that students practice study habits **at home**. Effectively, most of the respondents said they practice study habits in their **bedroom**; that is the first place they use for studying because they are alone, they can have privacy and it is the quietest place in the house. Another part of the respondents said that they practice study habits in **the living room** as the second place they use for studying because they can be practicing with some relatives and the living room has more space than the other parts of the house.

Time management skills when studying

Students put into practice study habits when they do not comprehend a word and they search the meaning on the web, they also use then when they do not understand a topic, so they just type the topic on Google and look for information about that topic in order to learn more about it. Moreover, respondents said that they write their activities in a notebook or an agenda and some of them use a digital calendar for planning their activities during their day. 1 out of 3 of the respondents said was that they have done a list of their activities so many times, this part of respondents think that making a list of your activities helps you to be more organized and let you develop better your activities. Likewise Students were asked if they are aware about the activities they must develop or if they are not, what almost all respondents said was that they are aware about their activities because they need to think about them so that they can develop them in a specific time and no more than 5 of them said that they are not aware about their activities because it takes so long being thinking in all the activities they have to develop, according with the answers most of the respondents gave in previous questions it is clear that most of respondents would say they plan ahead their activities in order to reach the highest productivity and effectively, that was what the biggest part of respondents said to this question, they always plan their own activities because in that way they get better result when planning their own activities. But no all students responded that, a small part said that they do not plan ahead their activities because it is not the way they like to work, planning is no need for them, they just develop their activities when they want to do it.

Frequency students practice study habits

There were three options for students to choose the frequency they use to practice study habits. The first option was if they practice those habits not too frequently, the second option was if they practice those habits frequently and the third option was if they practice those habits very frequently. A list of habits was shown to students so that they can see the habits that appear orderly from 1 to 10. There are some habits that students

practice more frequently than others, there are others that students do not practice very often, some others are practiced frequently and the others are practiced very frequently. The habits that are not practiced very often are 3, the habits that are practiced frequently are 4 and the habits that are practice very frequently are 3. It is important to consider the frequency students use when practicing their habits and activities, the frequency they practice those activities in different places and the frequency they practice time management efficiently. not all of them practice study habits always but often. As a conclusion, most of the students practice study habits frequently.