



Prifysgol Cymru

Y Drindod Dewi Sant

University of Wales

Trinity Saint David

REFLECTIVE WRITING ON TIME MANAGEMENT

Student Name: Alhaji Ardy Dumbuya

Student ID: 2439867

Module Code: LCLM4001-LON

Module: Academic Skills

Lecturer: Peter Allen

Table of Contents

1. Introduction 3

2. Description of Experience..... 3

3. Personal Reflection..... 3

 3.1 Evaluation..... 4

 3.2 Analysis..... 4

4. Conclusion..... 6

5. References 6

1. Introduction

The ability of students to effectively manage their time so they can accomplish tasks that are essential and cannot be postponed or disregarded is known as time management. After years of not studying, I found it difficult to manage my time as a mature student. However, I discovered that time management is or has been the key to my academic success after studying the module. Because of family, social life, and school, it was very hard to decide what was important or urgent. I have been able to build time management techniques and skills through the exercises and information I have learned from the module.

2. Description of Experience

According to Burroughs (2019, p. 102), Francesco Cirillo created the Pomodoro Technique, a time management strategy. I can now concentrate for 25 minutes at a time and take 5-minute breaks, which has improved my academic and personal productivity. The Eisenhower Matrix, which aids in prioritizing tasks, is another time management technique I've been using. This approach helped me improve my ability to turn in assignments ahead of schedule and turned out to be very successful and result driven. I have been able to prioritize tasks and make decisions by ranking things according to their significance, especially in my academic pursuits. Planning my schedules on a daily and weekly basis helped me get better. Sharing my thoughts with classmates and giving group presentations have also helped me get better. Britton and Tesser (1991) assert that effective time management enhances academic achievement. Through prompt and constructive decision-making, the 4D strategy (Do, Defer, Delegate, Delete) has also assisted me in task management.

3. Personal Reflection

My development from a weakness to a strength has been genuinely aided by the time management techniques I have acquired. I can see a significant improvement

when I think back on my previous experiences as a student, employee, and social person. I've gained control over my daily activities by planning my time in advance, and using particular study techniques—particularly Pomodoro—has greatly increased my ability to concentrate. I am conscious, though, that I still have a long way to go before I fully grasp these abilities. I'm dedicated to both my academic and personal growth, but contemporary distractions like social media and my phone frequently undermine this. Despite all of my progress, I have to be honest and say that I occasionally revert to my old procrastination habits. I've come to the realization that, in order to guarantee that I meet my daily, weekly, and monthly objectives, I need to be more disciplined in setting aside time for them.

3.1 Evaluation

According to my overall assessment, I have significantly and significantly improved my time management skills. My studies and personal life have seen noticeable improvements as a result of the tactics I've used. But this assessment is accompanied by the vital realization that such a big change won't happen overnight. True mastery is a process rather than a destination, requiring consistent practice, perseverance, and the self-control to stick with the new habits I've worked so hard to develop.

3.2 Analysis

This reflective analysis describes a major academic and personal transformation that is centered on the deliberate adoption of time management techniques. The story opens by recognizing the enormous obstacles a mature student must overcome when returning to school, a time frequently characterized by the difficult balancing of obligations to one's family, career, and studies. The primary driving force behind the desire for a more structured approach is found to be this early difficulty in determining what is actually urgent or significant. The story is more than just a compilation of strategies; it is evidence of how these methodical approaches can

offer a much-needed structure to an individual who is feeling overburdened by their many responsibilities.

The clear connection between established theory and practical implementation is one of this analysis's main advantages. For instance, Francesco Cirillo's Pomodoro Technique (Burroughs, 2019) is not just mentioned in passing. It is closely linked to a measurable result: increased concentration and increased productivity in both the classroom and one's personal life. This particular, measurable advantage—the capacity to focus for 25-minute bursts—demonstrates a distinct cause-and-effect link, bringing the story from theoretical ideas into the domain of real-world, lived experience. Similar to this, the Eisenhower Matrix is a useful tool that directly affects the author's capacity to prioritize tasks, which in turn produces the observable outcome of turning in assignments earlier than expected. The reflection's credibility is strengthened by this real-world application of academic theory, which shows a thorough comprehension and effective application of the lessons learned. The citation to Britton and Tesser (1991), which offers a solid academic basis for the assertion that efficient time management directly improves academic achievement, further supports this.

This analysis's deep self-awareness is what really makes it unique. The author presents a realistic journey of constant effort rather than a perfect success story. This is demonstrated by the open acknowledgement of persistent problems like procrastination and modern-day distractions like social media and cell phones. This readiness to accept failures reframes time management as a continuous discipline that requires ongoing self-regulation and adaptation rather than as a single goal to be accomplished. Strong statements that humanize the experience include "I still have a long way to go" and the admission of "revert[ing] to my old procrastination habits." They turn the story into an honest and relatable account of personal development rather than just a case study. This candor is essential because it emphasizes the fact that mastering a skill is a process rather than a final goal that calls for consistent practice, tenacity, and self-control.

The analysis also emphasizes how effective a strategic approach to task management can be. The implementation of the 4D strategy (Do, Defer, Delegate, Delete) shows a shift from a straightforward prioritization system to a more

sophisticated, proactive one. This approach promotes making decisions about how to handle tasks, which is a sign of truly effective management, rather than merely ranking them. A major change occurs when one adopts a proactive mindset, deliberately planning and carrying out a strategy, as opposed to a reactive one, which reacts to tasks as they come up. The social aspect of learning is also briefly mentioned in the analysis, with the statement that "sharing my thoughts with classmates and giving group presentations have also helped me get better." This suggests a more comprehensive view of time management that goes beyond personal routines and incorporates teamwork and communication abilities. It demonstrates that efficient time management also entails utilizing academic and social resources to attain superior results, completing the approach's breadth and depth.

4. Conclusion

In conclusion, by carefully applying time management strategies, this reflection successfully lays out a path from reactive overwhelm to proactive control. Academic focus, productivity, and performance have all significantly improved as a result of the practical application of techniques like the Eisenhower Matrix and Pomodoro Technique. Although it is acknowledged that mastery is a continuous process that calls for consistent discipline and effort to break ingrained habits, the progress made is indisputable. The author has effectively developed a set of useful abilities as well as the critical self-awareness required to maintain them, laying a strong basis for future success in all endeavours.

5. References

- Britton, B. K., & Tesser, A. (1991). Effects of time-management practices on college grades. *Journal of Educational Psychology*, 83(3), 405–410.
- Burroughs, B. (2019). *The Pomodoro Technique: A guide to the life-changing time management system*. Rockridge Press.