The Study Efficacy of Time Management Training on Increase Academic Time Management of Students

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Abstract

Proper time management is key to success in college. You need to manage time effectively if you’re going to be successful. The purpose of this study aimed to assess the effectiveness of time management training on academic time management of students. In this experimental research, 70 students from university of Mohaghegh Ardabili in Iran were randomly selected and then assigned in experimental and control groups. Then, two group completed academic time management scale in pre-test phase. The experimental group received time management training in 10 sessions (90 minute each session) whereas the control group never had any training. In post-test, experimental and control group completed academic time management scale again. Data were analyzed with SPSS (version 17) and the UNCOVA analysis showed significant differences in two groups and time management was increased in the experimental group. (p≤0. 05). The results showed that time management skill in the experimental group was better than the control group.

Keywords: Time management, Academic time management, student.

Introduction

Time management constitutes one of the most traditional topics in the field of learning and study strategies, occupying a central position in the courses and numerous handbooks on study skills. As one of the most frequent
complaints made by students about their teachers is that they don’t have enough time to carry out all the tasks assigned to them in the different academic areas, both in high school as well as in college. The students usually point out that there are many classes, projects, reading assignments, exam preparations and etc. that require constant dedication over a long period of time (Rafael García and et al, 2004). In trying to read all the books and chapter assigned, meet paper deadlines and participate in extracurricular activities college students may become overwhelmed with feelings that there is not enough time to complete all their work adequately. This seems particularly true of students who hold part-time jobs as well as attend school (Gall: 1988, Longman & Atkinson, 1988, Walter & Siebert, 1981). Claessens et al. (2007) defined time management as “behaviours that aim at achieving an effective use of time while performing certain goal-directed activities. Broadly speaking, time management refers to activities that imply an effective use of time that is deemed to facilitate productivity and alleviate stress. A common feature among the conceptualizations of time management is “planning behavior” (Claessens et al, 2007). Conceptually, time management is a set of habits or learnable behaviors that may be acquired through increased knowledge, training or deliberate practice. (Carolyn McCann and et al, 2012). Time Management has some benefits including: 1) Reduce Procrastination. If you schedule specific periods of time to complete activities, you will be less likely to put tasks off until tomorrow. 2) Gain More Control, Less Stress. Good time management means not waiting until the last minute and rushing to complete assignments. Always feeling behind increases anxiety. 3) Complete More Tasks. Being a good time manager means that you can complete more tasks and be more successful in what you do. Setting priorities and reassessing your progress can ensure that you spend sufficient time on your academic activities. 4) Enjoy Your Free Time. Knowing that you have completed your assignments and met your deadlines can make you feel less guilty about taking off some time for yourself (Academic Advising & Career Centre, 2010). Time management can be seen as “self-management”, the skill of making smart decisions about how to allocate your time in order to accomplish set goals:

- It is about working “smart” and not just “hard”

- Strategically determining how you use your time in order to succeed (Robert A. Kenedy, 2009).

Time management includes setting goals, meeting deadlines, using time management aids such as list making, coping with change, making plans, and effectively organizing one’s time (Roberts and et al, 2006). Studies demonstrate that time management skills can be trained (Carolyn and et al, 2012). posits that time management may be influenced by cognition (e.g. goal setting and intention) and context (e.g. role of the study environment). This is in line with the call to include individual characteristics and others influence in time management research (Claessens et al, 2007). This is also in line with related empirical findings. For example, high achieving students were found to exhibit more self-regulated learning skills (Zimmerman & Martinez-Pons, 1990), and with time management in particular (Eilam & Aharon, 2003).

Almost 73% of students start learning or actually learn with less than one week before the exam period. Overwhelmed by the volume of learning material and the short period available, they fail in reaching the previous performance, which was strongly associated to their intellectual abilities. Previous research (Magher, 2005) shows that students are much more motivated if they can solve the task in a personal rhythm. Students should be aware of the hours of maximum effort and should adapt their personal rhythm to circadian and ultradian rhythm (Clinciu et al., 2005).

Time management has a positive impact on academic performance. Academic success has, on another perspective, a positive impact on motivation (generating motives) and on work time (which will be shorter if the task aims rapidity, and longer if the task is complex and requires continuous effort) performance (Elena-Simona Indreicaa and et al, 2011).

The advantages associated with effective time management in education are reportedly numerous and form the crux of many advisory pieces and counseling services given both to incumbent and at-risk students (Rowh, 2004). Moreover, poor time management practices—such as not allocating time properly for work assignments, cramming for exams and failing to meet deadlines set by academic staff— are frequently cited as a major source of stress and poor academic performance (Gall, 1988; Longman & Atkinson, 2004; Macan, Dipboye, & Phillips, 1990). In general, studies report that time management exerts a positive influence on student learning outcomes (Claessens et al, 2007). Students should be aware of their working rhythm and should learn to organize their activities according
to all factors influencing performance, so according backgrounds on time management and it variables, in this study we investigated the efficacy of time management training on increase academic time management of students.

**Method**

**Statistical society, Sample and sampling method.** The study population consisted of undergraduate students of Mohaghegh Ardebili University. And Among the 70 people was selected randomly into two experimental groups (n = 35) and controls (n = 35) groups. Then first, the pre - test time management questionnaire completed by two groups. And after intervention, this questionnaire was completed by experimental and control groups one more time. And for data analysis was used ANCOVA method.

**Table-1 Test of Between-Subjects Effects**

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
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<td>1643.560</td>
<td>26.006</td>
<td>.000</td>
</tr>
<tr>
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<td>1</td>
<td>1536.590</td>
<td>24.314</td>
<td>.000</td>
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<tr>
<td>TMQ</td>
<td>2754.991</td>
<td>1</td>
<td>2754.991</td>
<td>43.592</td>
<td>.000</td>
</tr>
<tr>
<td>group</td>
<td>824.405</td>
<td>1</td>
<td>824.405</td>
<td>13.045</td>
<td>.001</td>
</tr>
<tr>
<td>Error</td>
<td>4234.323</td>
<td>67</td>
<td>63.199</td>
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<tr>
<td>Total</td>
<td>238729.000</td>
<td>70</td>
<td></td>
<td></td>
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<tr>
<td>Corrected Total</td>
<td>7521.443</td>
<td>69</td>
<td></td>
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</tr>
</tbody>
</table>

a. R Squared = .437 (Adjusted R Squared = .420)

**Data Collection Tools**

Time management questionnaire (TMQ). This questionnaire consists of 18 items. The subjects had to respond to the items on the questionnaire using a five point response scale: never (1); rarely (2); sometimes (3); often (4) and always (5). The highest scores on the scale – except for items 2, 3, 9 and 15 corresponded to better time management practices.

**Results**

As you see in table 1 the results showed that the intervention was effective in the experimental group (p <. 000). And after this intervention were observed significant differences between control and experimental groups. In addition, it controlled the effect of pre-test (covariance).

**Conclusion**

Studies demonstrate that time management skills can be trained. Given the relationship between time management and academic achievement the use of such training programs could feasibly result in improvements in academic achievement, particularly among students who are poor time managers. Time management is clearly not independent from the broad domains of personality; there is a theoretically plausible model for the personality/time
management interactions: Students high on trait conscientiousness use more and better strategies for time management and therefore achieve better grades. Also given the existence of numerous studies that demonstrate that self-regulated learning is related to academic success (i.e. Pintrich and De Groot, 1990; Zimmerman and Martinez-Pons, 1986), it seems logical to conclude that self-regulation in time management, defined as planning and effective regulation of study time, will be an important (pre) condition for success in school. Studies with college students carried out by Britton and Tesser (1991), Macan et al. (1990) and Morgan (1985), specifically deal with this question, and they point out that time management skills are directly related to academic performance.

It is clear from past research that both time management and conscientiousness predict students’ achievement at school (Britton & Tesser, 1991; Macan et al, 1990; O'Connor & Paunonen, 2007; Poropat , 2009; Trapmann et al., 2007; Trueman & Hartley, 1996). In general, studies report that time management exerts a positive influence on student learning outcomes (Claessens et al., 2007). For example, college GPA is significantly correlated with time use and can be predicted by planning and time attitudes (Britton & Tesser, 1991; Kelly, 2002). It is noteworthy that time management actually correlates more highly with the grades obtained 6 months later, suggesting that time management skills may have a sustainable impact on student grades (Nofle & Robins, 2007; O'Connor & Paunonen, 2007). Also positing a causal explanation for the association between time management and student grades would introduce stronger evidence if an experimental manipulation to improve time management were employed. In addition, remediation programs in time management may be particularly useful. The nature of time management as a series of explicit and observable behaviors (e.g., make a study time-table outlining when tests occur) makes it malleable or coachable. Provision of materials (e.g., calendars, planners), along with encouragement and reminders to use the materials could easily form good time management habits in students that may lead to enhanced school performance. However, few studies examine how time management relates to academic achievement in the pre-college years the demands of the transition to secondary education coupled with the adolescents’ tendency to spend large amounts of time on television and other activities suggest that time management might play a key role in academic achievement in the early teens. Also our results showed that time management skill in the experimental group were better than the control group. In other word, the people that were in the experimental group and under intervention, their time management skills were improved than another group (control group).

Reference


