Araştırma

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Relationship Between Time Management Skills and Academic Achievement of The Students in Vocational School of Health Services

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ABSTRACT

In the university education process, the formation of an effective use of time awareness is very important for students in order to achieve their goals. The success of university students is affected from their usage of time accurately. The aim of this study was to determine the relationship between the time management skills of students and their academic achievements; to evaluate whether students' time management skills and academic achievements differ according to the socio-demographic characteristics. The study was performed with 341 students in a foundation university at 2014-2015 academic year. In the study, socio-demographic questionnaire and "Time Management Inventory" were used. The data was analysed with SPSS 17.0. The data was distributed normal. Independent samples t-test, one-way analysis of variance, Pearson's correlation test were performed. In the study, it was determined that woman students' time wastage mean scores were significantly higher than man (p=0,000); woman students' academic success was significantly higher than man (p=0,008); second education students' time planning mean scores were significantly higher than first education students (p=0,043). It was determined that students' academic success scores who live in metropolitan were significantly higher than students who live in provincial (p= 0,030); students' academic success scores who live in metropolitan were significantly higher than students who live in small or medium sized province (p= 0,001). It was determined that, there is no significant difference between students' time management subscales mean scores and academic success according to their working status, grade, programme, educational status of mother and father (p>0,05). In conclusion, students should improve their time management skills by increasing the awareness of their attitudes, planning, thinking and behaviors regarding to time management affecting academic success. Students should aware of time wastage and should take responsibility for managing the time more efficiently.

Keywords: *Time management, academic achievement, vocational school, student*

Sağlık Hizmetleri Meslek Yüksekokulu Öğrencilerinin Zaman Yönetimi Becerileri ile Akademik Başarıları Arasındaki İlişki

ÖZ

Üniversite eğitim sürecinde, zamanın etkili bir şekilde kullanılması, öğrencilerin hedeflerine ulaşması için çok önemlidir. Üniversite öğrencilerinin başarısı zaman kullanımından etkilenmektedir. Bu çalışmanın amacı, öğrencilerin zaman yönetimi becerileri ile akademik başarıları arasındaki ilişkiyi belirlemek; öğrencilerin zaman yönetimi becerilerinin ve akademik başarılarının sosyo-demografik özelliklere göre farklılık gösterip göstermediğini değerlendirmektir. Araştırma, 2014-2015 eğitim öğretim yılında bir vakıf üniversitesinde 341 öğrenci ile gerçekleştirilmiştir. Çalışmada sosyodemografik anket ve "Zaman Yönetimi Envanteri" kullanılmıştır. Veriler SPSS 17.0 ile analiz edilmiştir. Verilerin normal dağıldığı belirlenmiştir. Verilerin analizinde bağımsız gruplarda t-testi, tek yönlü varyans analizi, Pearson korelasyon testi uygulanmıştır. Çalışmada, kadın öğrencilerin

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zaman kaybı ortalama puanlarının erkek öğrencilerden anlamlı olarak yüksek (p = 0,000) olduğu belirlenmiştir; Kadın öğrencilerin akademik başarılarının erkek öğrencilerden anlamlı olarak yüksek (p = 0,008) olduğu saptanmıştır. İkinci öğretim öğrencilerinin zaman planlaması ortalama puanları birinci öğretim öğrencilerine göre anlamlı olarak yüksekti (p = 0,043). Metropolde yaşayan öğrencilerin akademik başarı puanlarının ilde yaşayan öğrencilere göre anlamlı olarak yüksek olduğu tespit edildi (p = 0,030); Metropolde yaşayan öğrencilerin akademik başarı puanları, küçük veya orta ölçekli illerde yaşayan öğrencilere göre anlamlı olarak yüksekti (p = 0,001). Öğrencilerin zaman yönetimi alt boyut puan ortalamalarının ve akademik başarılarının, çalışma durumu, sınıf, program, anne ve babanın eğitim durumuna göre anlamlı olarak farklılaşmadığı saptanmıştır (p> 0,05). Sonuç olarak öğrenciler, akademik başarıyı etkileyen zaman yönetimi ile ilgili tutum, planlama, düşünme ve davranış bilincini artırarak zaman yönetimi becerilerini geliştirmelidirler. Öğrenciler zaman israfından haberdar olmalı ve zamanın daha verimli bir şekilde yönetilmesi için sorumluluk almalıdır.

Anahtar kelimeler: *Zaman yönetimi, akademik başarı, meslek yüksekokulu, öğrenci*

I. BACKGROUND

Time is a process that continues uninterrupted beyond the control of individuals from the past to the future success of events to come today. Time should not be wasted; it is an important resource that must be used wisely. However, in today's society, in the fast pace of life, individuals' chance is steadily decreasing to use the concerned valuable resource in an effective manner. In people's private and professional life, time management is an application process of people's own events to management functions such as planning, organizing and controlling in order to achieve their goals effectively and efficiently. The aim of time management is to increase the quality of the activities being carried out within a limited time (İşcan 2008). Time management requires the utilization of analysis, planning and making programs as in the management of other resources. It is necessary to make an accurate schedule and set goals, objectives and priorities (Haynes 1999). According to Haynes (1999), it is not enough just to know how to use time in order to understand and apply the time management principles. It is necessary to know what problems will you be faced and to know the reasons of the problems in order to apply time management effectively. Beside technological tools that are not used correctly and not fit for purpose; being a perfectionist, being uncertain of targets, cannot to say no, low self-esteem or extremely self-confidence, working in an untidy environment may cause loss of time (Türe 2013). Time enemies that is one of the most important problems of time management is, in general, defined as all activities preventing us from doing our higher priority jobs and wasting our all time necessary for them (Uluşahin 1999). To manage time, people need to specify time enemies and determine that they are arising from external factors or the people themselves (Mackenzie 1989).

The aim of time management is to increase the quality of the activities being carried out within a limited time. University period represents an important process that is the intersection of different activities' components, for the future life of individuals. University students, on the one hand trying to adapt new friendships, freedoms and experiences, on the other hand to complete more complex tasks and seeks to learn basic information on the professions in the future they will have. In this sense, the university period, not only the preparation for business life, but also reflects a holistic preparation process to life (Fidan et al. 2005).

In the university education process, the value of time management notion is undisputable. The formation of an effective use of time awareness is very important for students in order to achieve their goals, in the university period described as a preparation process to the professional life. One of the university's mission is to prepare the appropriate conditions for

students to gain this awareness and support them. Student life in the university process should undertake the most important role and responsibility for development of time management skills (İşcan 2008).

Many students have trouble in managing time when they go to university from high school. Most students, unwittingly, spend time unnecessarily. The biggest problem that causes waste of time arises from not planning their time. One of the most important way that students can save time by effective time planning. Student should make usage of time efficient by making advance planning; should determine study time and shouldn't postpone; and should not leave the discipline in this respect. In terms of students, time management is very important for success in the academic sense. By planning and using time correctly, the chance for achieving the desired success will increase. Therefore, qualified and creative use of time awareness should be placed (Türe 2013).

Manage time properly, in individual sense, provides an opportunity for career planning and preparation for the future, learning, following new developments and technology, allocating more time to social activities, relaxation, and developing new ideas and projects (Başak et al. 2008).

The success of university students is affected from their usage of time completely and accurately. The student not to use the time allocated for learning completely and effectively is listed among the factors that negatively affect learning (Fidan 1996). Therefore, students need to manage their time well. Students need to make use of the time well to follow the study programs, get ready for exams in a systematic way, participate various extracurricular courses, and for other social activities. In studies it is revealed that positive time management behaviours affect students' academic achievement (Britton, Tesser 1991; Macan et al. 1990; Misra, McKean 2000).

The aim of this study was to determine the relationship between the time management skills of Vocational School of Health Services students and their academic achievements; to evaluate whether students' time management skills and academic achievements differ according to the socio-demographic characteristics; and lead the way to the students on how they can use their time more effectively.

II. METHODS

All the first and second grade students (N=800) between the ages of 18-35 that are continuing their education in the foundation university were included in this study. The study was performed with 341 students who agree to participate in the study. The study was performed in 2014-2015 academic year. In the study, to determine the socio-demographic characteristics of the students, a questionnaire and "Time Management Inventory" that is prepared by Britton, Tesser (1991) to measure university students' time management skills, and its adaptation to Turkish and validity and reliability studies made by Alay, Koçak (2002) was applied. In the present study, before the application of surveys, the research was explained to the participants and informed consent was taken from them. With informed consent forms, questionnaires were applied to volunteer students. For this research, ethical approval was taken from the Ethical Committee.

For measurement tool, it is requested from the students to mark one of the options "always-5", "frequently-4", "sometimes-3", "infrequently-2" and "never-1" located across each item. The data obtained in the study were analysed with SPSS 17.0 statistical software. The significance level for all statistical processes was taken as 0,05. In the study, the relationship between time management skills and academic achievement of the students who

are continuing their education in Vocational School of Health Services; and the relationship between the students' time management skills, academic achievements and socio-demographic variables (gender, programme of the school, educational background (formal education, secondary education), age, mother's education level, father's education level, employment status, place of residence and academic grade point average) were examined. The average score of students' time management skills was calculated. Academic achievement of the students was assessed by the year-end achievement scores. The data was distributed normal. Whether any differentiation in time management skills according to the students' gender, education status, working status, current class was analysed by independent samples t-test. In order to determine whether any differentiation in time management skills according to the current department of the students, mother's education level and father's education level, one-way analysis of variance (ANOVA) was performed. The relationship between age and time management skills and the relationship between academic grade point average with time management skills were analysed by using Pearson's correlation test. In order to determine whether any differentiation in academic achievement of the students in terms of other demographic variables, independent samples t-test and one-way analysis of variance (ANOVA), Pearson's correlation test were performed.

III. RESULTS

54,3% of students were woman, 74,5% of students were at first education, 59,8% of students were at first class, 65,7% of students were not working in a job, 44,9% of students were living in metropolitan, 56% of students' mother had primary education, 45,2% of students' father had primary education (Table 1).

Table 1: Frequency Distribution of Students' Sociodemographic Variables

Variables		**f**	**%**
Gender	Woman	185	54,3
	Man	156	45,7
Programme	Anesthesia	42	12,3
	Home Patient Care	23	6,7
	Physiotherapy	38	11,1
	Emergency and Medical Aid	40	11,7
	Perfucion Techniques	24	7,0
	Management of Healthcare Organizations	19	5,6
	Medical Documentation and Secretary	53	15,5
	Medical Imaging Techniques	41	12,0
	Medical Laboratory Techniques	60	17,6
	Elderly Care	1	0,3
Education Status	First Education	254	74,5
	Second Education	87	25,5
Grade	First	204	59,8
	Second	137	40,2
Working Status	Yes	117	34,3
	No	224	65,7
Location of Residence	Village	23	6,7
	Provincial	25	7,3
	Small or medium sized province	140	41,1
	Metropolitan	153	44,9
Educational Status of Mother	Not received education	50	14,7
	Primary education	191	56,0
	High School	84	24,6
	Bachelor's Degree	15	4,4
	Postgraduate Degree	1	0,3
Educational Status of Father	Not received education	15	4,4
	Primary education	154	45,2
	High School	129	37,8
	Bachelor's Degree	33	9,7
	Postgraduate Degree	8	2,3
	Associate's Degree	2	0,6
TOTAL		341	100,0

Table 2: Time Management Mean Scores and Academic Success of Students According to Their Gender

Variables				
Time Management Subscales	Gender	Mean ± SD	F	p
Time Planning	Woman	3,30 ± 0,56	0,345	0,980
	Man	3,30 ± 0,64		
Time Attitudes	Woman	3,34 ± 0,51	0,028	0,780
	Man	3,36 ± 0,47		
Time Wastage	Woman	3,50 ± 0,70	0,475	0,000
	Man	3,08 ± 0,70		
Academic Success	Woman	2,60 ± 0,54	8,435	0,008
	Man	2,46 ± 0,45		

It was determined that woman students' time wastage mean scores were significantly higher than man (p=0,000); woman students' academic success was significantly higher than man (p=0,008) (Table 2).

Table 3: Comparison of Time Management Mean Scores of Students According to The Education Status

Variables				
Time Management Subscales	Type of Education	Mean ± SD	F	p
Time Planning	First Education	3,26 ± 0,62	1,525	0,043
	Second Education	3,41 ± 0,52		
Time Attitudes	First Education	3,33 ± 0,50	0,864	0,252
	Second Education	3,40 ± 0,46		
Time Wastage	First Education	3,28 ± 0,76	2,804	0,320
	Second Education	3,37 ± 0,65		

It was determined that second education students' time planning mean scores were significantly higher than first education students (p=0,043) (Table 3).

Table 4: Comparison of Students' Academic Success Acording to The Residence Location

Variables					
Time Management Subscales	Residence Location		Mean Difference	F	p
Akademic Success	Metropolitan	Provincial	0,29975	6,239	0,030
		Small or medium sized province	0,22792		0,001

It was determined that students' academic success scores who live in metropolis were significantly higher than students who live in provincial (p=0,030). It was determined that students' academic success scores who live in metropolitan were significantly higher than students who live in small or medium sized province (p= 0,001) (Table 4).

Table 5: Correlation Between Students' Time Management Scores and Academic Success

		Academic Success	Time Planning	Time Attitudes	Time Wastage
Academic Success	r	1	0,004	0,062	0,088
	p		0,942	0,251	0,106
	N	341	341	341	341
Time Planning	r	0,004	1	0,313*	0,000
	p	0,942		0,000	0,995
	N	341	341	341	341
Time Attitudes	r	0,062	0,313*	1	0,161*
	p	0,251	0,000		0,003
	N	341	341	341	341
Time Wastage	r	0,088	0,000	0,161*	1
	p	0,106	0,995	0,003	
	N	341	341	341	341

* p<0,05

It is seen at the Table 5 that, there is a weak and significant correlation (r= 0,313; p= 0,000) between students' time planning mean scores and time attitudes mean scores. There is also a weak and significant correlation (r= 0,161; p= 0,003) between students' time attitudes mean scores and time wastage mean scores (Table 5). There wasn't significant correlation between students' Time Management Scores and Academic Success (p>0,05) (Table 5).

Table 6: Correlation Between Students' Age, Time Management Scores and Academic Success

		Age	Time Planning	Time Attitudes	Time Wastage	Academic Success
Age	r	1	0,175*	-0,012	-0,060	-0,136*
	p		0,001	0,823	0,268	0,012
	N	341	341	341	341	341
Time Planning	r	0,175*	1	,313*	0,000	0,004
	p	0,001		0,000	0,995	0,942
	N	341	341	341	341	341
Time Attitudes	r	-0,012	0,313*	1	0,161*	0,062
	p	0,823	0,000		0,003	0,251
	N	341	341	341	341	341
Time Wastage	r	-0,060	0,000	0,161*	1	0,088
	p	0,268	0,995	0,003		0,106
	N	341	341	341	341	341
Academic Success	r	-0,136*	0,004	0,062	0,088	1
	p	0,012	0,942	0,251	0,106	
	N	341	341	341	341	341

* p< 0,05

It was determined that there is a weak and significant correlation (r= 0,175; p= 0,001) between students' age and time planning mean scores. Also there is a weak and significant correlation (r= -0,136; p= 0,012) between students' age and their academic success (Table 6).

It was determined that, there is no significant difference between students' time management subscales mean scores and academic success according to their working status, grade, programme, educational status of mother and father (p>0,05).

IV. DISCUSSION

In the study, it was determined that woman students' time wastage mean scores were significantly higher than man; woman students' academic success was significantly higher than man (p<0.05) (Table 2). It was determined that students' academic success scores who live in metropolitan were significantly higher than students who live in provincial (p= 0,030). It was determined that students' academic success scores who live in metropolitan were significantly higher than students who live in small or medium sized province (p= 0,001) (Table 4). Using time effectively may related with culture of residence location.

There wasn't significant correlation between students' Time Management Scores and Academic Success (Table 5). It was determined that there is a weak and significant correlation between students' age and time planning mean scores. Also there is a weak and significant correlation between students' age and their academic success (Table 6). Not only

time management skills and other sociodemographic variables like age etc. but also students' learning strategies and interest to the lessons etc. factors can affect to the academic success.

In literature, there are studies conducted on university students with the aim to determine the time management skills and academic achievement of students. In these studies similar and different results were obtained from our study. In one of these studies conducted on 438 teacher candidates, it is found that, there is a positive correlation between academic achievements of teacher candidates and their time management skills; female teacher candidates manage time better and academically more successful; female teacher candidates are more successful on general time management and time planning; in the subscale of being able to cope with time wasters, female teacher candidates are more successful than males; there is a significant difference between "general academic grade point averages" and "time management scores" of the teacher candidates in terms of the departments or programs they are studying, and this difference is in time planning and time attitude scales; there is a significant difference between "general academic grade point averages" and "time management scores" of the teacher candidates in time wasters subscale; there is no significant difference between the teacher candidates according to variable of gender, in time attitude subscale; there is no correlation between time attitudes and academic achievement; there is a significant correlation between time wasters scale that contains questions about wasting time, and general academic grade point averages (Demirtaş, Özer 2007).

In another study conducted on the Marmara University Vocational School of Technical Sciences students, it was determined that there is a positive correlation between academic achievement and time management skills of the students; and female students manage time better and they are more successful academically (Tektaş, Tektaş 2010). In another study conducted on 1600 vocational school students it is seen that there is no statistically significant differences between the students' time management skills according to classes they studied and studying species. It is determined that time management skills scores of female students are higher than males (Çağlıyan, Göral 2009).

In another study conducted by Alay (2000) on 361 university students, it is determined that there is a positive significant correlation between academic achievement, time planning and total time management; there is no significant correlation between time attitudes and academic achievement, and there is a significant gender difference in time planning and total time management. It is seen that there is a relation between time management skills and academic achievement, and female students are more successful than male students in time planning and total time management (Alay 2000).

In a study conducted by Alay, Koçak (2003), it is seen that there is a significant difference according to gender in general time management and the time planning subscale of general time management. It is determined that there is no significant difference according to gender in "Time attitudes and time wastage" subscales (Alay, Koçak 2003). Similarly, in a study conducted by İşcan (2008) on 375 students studying at Pamukkale University Faculty of Education, Faculty of Science-Literature, Faculty of Economics and Administrative Sciences, Faculty of Engineering, Faculty of Medicine and Faculty of Technical Education, it is determined that there is no significant difference according to gender in 'time planning and being able to cope with time enemies' subscales. It is also seen that there is a significant difference according to gender in 'time management attitudes and skills' subscales. It is found that time management skills of the students doesn't differ according to the variables of gender, the faculty they are studying, the class they are studying in, and their current residence; time planning skills of the students doesn't differ according to the variables of gender, age, the faculty they are studying, the class they are studying in, and their current residence; time management attitudes and skills of the students doesn't differ according to

the variable of their current residence; the students' level of being able to cope with time enemies doesn't differ according to the variables of gender, age, the faculty they are studying, the class they are studying in, and their current residence; with all the subscales, time management skills of the students increase academic achievements of the students in a significant level İşcan (2008).

In a study conducted by Andıç (2009) on 347 university students, it is found that there is a positive significant correlation between the students' academic achievements, time planning and the total score of time management; the difference between students' time attitudes and gender is in favour of female students; and the difference between time wasters and gender densify on the students between the ages of 18-21 (Andıç 2009).

In a study conducted by Başak et al. (2008) on 323 nursing high school students it is determined that, in the group with older students, the total scores of Time Management Inventory are higher than the others; there is a statistically significant correlation between academic achievement and the total score of Time Management Inventory (Başak et al. 2008).

In a study conducted by Erdem et al. (2003) on the students of Medical Documentation and Secretarial, Radiology, Medical Laboratory and Anesthesia programs, it is found that the students' time management scores don't differ according to the variables of gender, age, current residence, university and class; female students, younger students and the students staying in private dormitories are more successful than male students, older students, and the students staying in government dormitories, with their family or the students staying in separate houses; achievement scores don't significantly differ according to the class the students are studying in; the groups with high course grades have high scores of time management; in addition, there is a positive significant correlation between time management behaviours and achievement scores (Erdem et al. 2003).

In another study conducted by Bay et al. (2005) on 773 students in Faculty of Education, it is found that, there is no significant difference between female and male students in terms of time management skills; time management skills of last class students are higher than first class students; formal education students' time management scores are higher than the others (Bay et al. 2005).

In a study conducted by Macan et al. (1990) on 123 students there is a positive significant correlation between time management and grade point average. In another word, the more time management skills the more grade point averages of university students. Female students are more successful than males in terms of time management skills (Macan et al. 1990). Also, in another study conducted by Britton, Tesser (1991) on 90 university students, it is found that, the students' time management attitudes and skills affect their academic achievements positively; short term planning and time attitudes subscales affect the students' academic achievements positively; long term planning is not an important factor on the academic achievements of the students (Britton, Tesser 1991).

In another study conducted by Trueman, Hartley (1996) on 293 students it is determined that, female students have more effective time management skills than males; the students older than 25 years have more effective time management skills than the students younger than 21 years and the students between the ages of 21-25; age variable is effective, even though it is little, to predict academic achievement (Trueman, Hartley 1996).

In a study conducted by Wells (1993) on 88 students studying in Department of Psychology, it is found that, time management strongly provides academic achievement;

there is a positive correlation between time management and academic achievement; high time management scores mean a better performance (Wells 1993).

V. CONCLUSIONS

In conclusion, students should improve their time management skills by increasing the awareness of their attitudes, planning, thinking and behaviors regarding to how manage the time and how managing time can affect the academic success. Students should aware of time wastage and should take responsibility for managing the time more efficiently.

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