Attitudes University Students towards Time Management Skills

Ahmad M. Mahasneh  
Faculty of Educational Science  
Hashemite University, Jordan

Zohair H. Al-Zoubi  
Faculty of Educational Science  
Hashemite University, Jordan

Omar T. Batayeneh  
Faculty of Arts  
Hashemite University, Jordan

Aeshah A. Al-Sawalmeh  
Faculty of Educational Science  
Hashemite University, Jordan

Ameen M. Mahasneh  
Ministry of education, Jordan

Abstract

The primary purpose of this study was to determine the level of students’ awareness about time management skills at the Hashemite University in Jordan. A total of 1014 university students participated in the study by completing the questionnaire Time Management Skills. Results indicated that university students showed a low level of awareness about time management skills. Additionally, results indicated that there were no significant differences in participants’ level of awareness based on the demographics of gender and academic performance. The study ends by suggesting a number of practical and theoretical recommendations for a number of stakeholders.

Keywords: Time management skills, University students.

Introduction

Time management is essential for everybody, especially for university students. But what is time management?. Although there is no mutual agreement on the concept of time management, different scholars shared

Similar ideas about this concept. The concept was introduced in the 1950 (Claessens, Van-Eerde, Rutte, & Roe, 2007). McCay (1959) wrote a book, The Management of Time, which highlighted the essential elements of time management: being self-reflective and changing time expenditure of time-consuming behaviors and increasing efficiency by making a daily plan such as prioritizing tasks. In other words, the concept of time management is defined in terms of the techniques or skills that are deemed to aid productivity and efficiency There are three major models of time management: The Britton and Glynn’s (1989), Macan (1994) and Huang and Zhan’s (2001) model of
time management. Britton and Glynn (1989) conceptualized time management in terms of three components: macro, intermediate and micro levels. The macro level refers to choice and goals prioritizing. The intermediate level involves creating tasks from the goals and sub-goals, while the micro level consists of planning and implementing. Based on this three components of time management, Britton and Glynn (1989) developed a measure namely Time Management Questionnaire (TMQ) to assess time management practices with three factors which are consistent with the three components of time management proposed by Britton and Glynn (1989 Macan (1994) model of time management consists of four components, which are perceived control of time, setting goals and priorities, mechanics of time management and preference of organization. Setting goals and priorities is equivalent to short-range planning (Britton & Tesser, 1991).

Time management and proper administration of time are the effective factors in academic success. In this regard Izawa (2002) believes that in learning the text materials, the skill of time management is essential. Studies show that the time organization and time management behaviors are significantly related with academic performance (Britton and Glynn, 1989; Macan, Shahani, Dipboye, and Philips, 1990; Macan,1996; Ellas and Pofa, 1995; Classsens, 2004; Frazier, Youngstrom & Glutting, 2007; Burt & Kemp, 1994; Bond & Feather, 1988; (Ling, Heffernan, & Muncer, 2003; Noftle and Robbins, 2007; mercanlioglu, 2010; Sevari and Kandy, 2011). Studies done by Bitton and Tesser (1991), Kleijin , Topman, and Ploeg (1994) also revealed that high academic performance not only has no relation with high intelligence and hard work, but also is related to often not associated with effective cognitive learning strategies (proper time management, advanced study strategies, better competences in test taking and better competence in general education) is associated. Lay and Schouwenburg (1993) during study concluded that effective time management strategies on academic performance is impressive. Zimmerman, Greenberg & Weinstein (1994) in their review showed that time management training and planning helps students adjust their study time better and increase their academic performance too. Trueman and Hartley in a research entitled " the comparison between time management and academic performance of 293 students ", showed that female students apply time management skills more effectively than male students, and there is a positive correlation between time management and academic performance. Zulaf and Gurtner (1999) in their research showed that skills of time management and study time on average are associated with academic performance. Misra and Mckean (2000) in a study showed that there is a relation between time management, stress reduction and increased academic success. King et al (2003) during a study concluded that there is a correlation between time management skills and academic performance. Sansgiry, Kawtker, Dutta and Bhosle (2004) during a study as predictor of academic performance on 244 students, concluded that academic competence, time management and study techniques effect academic achievement, and there was a significant difference among students in terms of these variables and academic performance. Proctor, Prevatt, Petscher, Hurst and Adams (2006) reported that the groups who used time management had higher GPA's. Cano's (2006) revealed that affective strategies (e.g., time-management, motivation, concentration) were statistically significant predictors of student's academic performance. Students that used time management strategies significantly had higher standardized test scores. Tanriogen and Iscan (2009) during a study entitled "university students time management skills" concluded that their time management skills have been at the intermediate level. Results also showed that positive attitude to time management was impressive, and having a positive attitude on time management can help them promote their time management skills. Wei (2008), Ze-Gang, Chun-xiang and Huai-Hu (2008) studies suggests that there is a significant correlation between time management and academic achievement.

Statement of the Problem
Generally, most people do not know to manage their time effectively. According to Gaustschi (1988) an individual who cannot effectively manage time, cannot manage his professional life and daily life.
The true measure of time management is determined by how well an individual manages and plan his/her time effectively. Time concept is a problem for university student's academic life and their social life. In trying to read all books and chapters assigned, meet paper deadline, and participate in extracurricular activates, university students may become overwhelmed with feeling that there is not enough time to complete all their work adequately. Poor time management behaviors, such as, not allocating time properly or last minute cramming for exams are sources of stress and poor academic performance. Therefore, the problem with the current study is to determine the level of time management skills among the students of the Hashemite University.

Research Objectives

The following research objectives were pursued in this study:

1. To determine the level of awareness about time management skills among students at the Hashemite University.
2. To determine the differences in students’ awareness related to time management skills based on gender and academic performance.

Significance of Study

The present research is extremely important for a number of reasons. First, it provides guidelines for a responsible use of time management skills by university students. Through exposure to these skills, students’ awareness may be increased. Second, it opens the door for researcher to conduct related studies in the field of time management skills and its relationship to other variables in different university.

Methodology

Participants

The population of this study consisted of (15230) undergraduate students, who were enrolled in the various faculties at Hashemite University (HU) for the academic year 2012/2013, across all levels of study. A sample population of (1014) undergraduate, between the ages of 18-22 years old, were selected based on random sampling technique.

Instrument

The instrument used in this study was developed by Alay and Kocak (2002). The instrument consisted of (27) items, the items of the questionnaire are assessing time management behavior In three dimensions time planning (16) items, time attitudes (7) items and time wasters (4) items. It requires subjects to answer on five point Likert scale which consist of the response always, frequently, sometimes, infrequently and never. For each items scoring is determined such that responses indicating predefined "good" time management practices are given 5 points while those at other end of the scale are scored as 1 point.

A cronbach alpha of (0.83) was reported for the time management questionnaire. In terms of the time management scales, a reliability estimate of (0.82) was reported for the time planning, and a (0.70) was reported for the time attitudes, and a (0.71) was reported for the time wasters.

In this study, the reliability coefficient was calculated using test–retest and was found to be (0.76, 0.81, 0.79) for time planning, time attitudes, and time wasters respectively. In this study, to clarify the validity of the instrument, the researcher translated the items into Arabic language and then a specialist in educational psychology was asked to translate the Arabic items into English language to ensure acceptable validity indices and validated translation. The items were then given to another specialist who is proficient in both languages to compare the Arabic translation with the original.
Data Collection

After acquiring the instructor permission, the questionnaire administrated was during regular class periods to student in the second semester of the 2012-2013 academic year. The students received written instruction that specified the purpose of the study and explained the procedure followed while responding to the questions. In particular, the students were told that there were no rights or wrong response. Students asked to return the questionnaires to the class instructor who passed them it on to the researcher.

Data Analysis

The data collected from all participants were coded, entered onto the SPSS spreadsheets, and analyses using software package SPSS version 17. Descriptive statistics for all variables in this study were examined using SPSS frequencies. The minimum and maximum values of each item were examined for accuracy of data entry by inspecting any out-of-range values. No out-of-range values were found. Missing subjects were not detected either. The results of the study are addressed by each objective.

Results and Discussion

Results Pertaining to Objective 1

Objective 1 was to determine the level of awareness about time management skills among students at the Hashemite University. Descriptive statistics, including means and standard deviations, were used to achieve this objective. Analysis of the data in the first question involved the tabulation of the mean of awareness about time management skills. The total mean score was calculated based on student responses to each item in the selected scale using the 5-point Likert-type scale. Thus, the levels of awareness about time management skills were interpreted using the following categories: below 3 = low awareness level; 3-4 = medium awareness level; above 4 = high awareness level. As can be observed in Table I, the mean for overall time planning was 2.38, time attitudes were 2.26 and time wasters was 2.96. This result indicates that the awareness of students at the Hashemite University about time management skills rated as low.

Table 1: Responses on time management skills Questionnaire.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Items</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time planning</td>
<td>Do you plan your day before you start it?</td>
<td>2.59</td>
<td>.84</td>
</tr>
<tr>
<td></td>
<td>Do you have a set of goals for each week ready at the beginning of the week?</td>
<td>1.32</td>
<td>.62</td>
</tr>
<tr>
<td></td>
<td>Do you spend time each day planning?</td>
<td>2.18</td>
<td>1.03</td>
</tr>
<tr>
<td></td>
<td>Do you write a set of goals for yourself for each day?</td>
<td>2.56</td>
<td>1.02</td>
</tr>
<tr>
<td></td>
<td>Do you make a list of the things you have to do each day?</td>
<td>2.60</td>
<td>1.05</td>
</tr>
<tr>
<td></td>
<td>Do you make the schedule of activities you have to do on workdays?</td>
<td>2.86</td>
<td>1.07</td>
</tr>
<tr>
<td></td>
<td>Do you have a clear idea of what you want to accomplish during the next week?</td>
<td>2.92</td>
<td>1.18</td>
</tr>
<tr>
<td></td>
<td>Do you set deadlines for yourself for completing work?</td>
<td>2.92</td>
<td>1.07</td>
</tr>
<tr>
<td></td>
<td>Do you try to schedule your best hours for your most demanding work?</td>
<td>2.53</td>
<td>1.15</td>
</tr>
<tr>
<td></td>
<td>Do you keep your important dates (e.g. Exam dates, research paper due dates, etc.) on a single calendar?</td>
<td>2.13</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Do you have a set of goals for the entire quarter?</td>
<td>2.09</td>
<td>.99</td>
</tr>
<tr>
<td></td>
<td>Do you clip os Xerox articles which, although not presently important to you, may be in the future?</td>
<td>1.91</td>
<td>1.12</td>
</tr>
<tr>
<td></td>
<td>Do you regularly review your class notes, even when a test is not imminent?</td>
<td>2.10</td>
<td>1.06</td>
</tr>
<tr>
<td></td>
<td>Do you keep things with you that you can work on whenever you get spare moments?</td>
<td>2.67</td>
<td>1.27</td>
</tr>
<tr>
<td></td>
<td>Do you set and honour priorities?</td>
<td>2.45</td>
<td>1.10</td>
</tr>
<tr>
<td></td>
<td>Each week do you do things as they naturally occur to you, without an effort to make a plan in advance and compulsively?</td>
<td>2.32</td>
<td>0.98</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2.38</td>
<td>1.03</td>
</tr>
<tr>
<td>Dimension</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Time planning</td>
<td>2.40</td>
<td>2.38</td>
<td>.56</td>
</tr>
<tr>
<td>Time Attitudes</td>
<td>2.97</td>
<td>2.98</td>
<td>.78</td>
</tr>
<tr>
<td>Time Wasters</td>
<td>2.86</td>
<td>3.03</td>
<td>.95</td>
</tr>
<tr>
<td>Total</td>
<td>2.74</td>
<td>2.80</td>
<td>.76</td>
</tr>
</tbody>
</table>

Table 2: The differences between male and female university students in their levels of awareness of time management skills.

On the other hand, one-way analysis of variance (ANOVA) was utilized to identify whether the variances between the four academic performances of university students at the Hashemite University were equal or significantly different. Table 3 shows that there were no significant differences among the four academic performance groups in terms of their levels of awareness about time management skills.

Table 3: The differences among the four academic performances on the awareness of time management skills.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Sum of squares</th>
<th>df</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time planning</td>
<td>261.485</td>
<td>1013</td>
<td>.643</td>
<td>.588</td>
</tr>
<tr>
<td>Time Attitudes</td>
<td>520.238</td>
<td>1013</td>
<td>1.213</td>
<td>.304</td>
</tr>
<tr>
<td>Time Wasters</td>
<td>806.517</td>
<td>1013</td>
<td>1.213</td>
<td>.304</td>
</tr>
<tr>
<td>Total</td>
<td>266.441</td>
<td>1013</td>
<td>1.213</td>
<td>.304</td>
</tr>
</tbody>
</table>
Discussion and Recommendations

Obviously, time and how to manage it is one of the things that are very important for humans. In other words, the value is not equal for all and not everyone uses it the same. Many of them are interested in using it at their best, while others not. How to use time at optimum level, a range of skills and special management is required. In other words, the more we are familiar with it, the better we can control and manage it. The primary purpose of this study was to assess levels of university students’ awareness about time management skills in the Faculties at the Hashemite University in Jordan. A sample of 1014 students participated in the study by responding to the 27-item time management Questionnaire (TMQ). As indicated in the results section, the mean value of the students’ response on the time planning was 2.38, time attitudes was 2.26 , and time wasters was 2.96 signifying a low level of students’ awareness regarding time management skills. This result indicates that university students have not reached an acceptable level of awareness about time management skills. Another strand of results regarding demographic variables reveals that gender and academic performance had no effect on students’ awareness of time management skills. This result is explained by the fact that both male and female university students are treated equally time management skills. Further, students at various academic performances may not be gradually exposed to time management skills.


From the theoretical standpoint, the following line of research is suggested for the future: (a) The university needs to have a better role to increase the effectiveness of students’ time management through academic and training programmers.(b) Students should acquire skills of investing time to enhance their achievement.

References


