

The Relationship between Time Management and Student Achievement

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Abstract

The purpose of this study is to investigate the relationship between time management and achievement of students. The statistical population of this study includes the students of educational sciences in the Payame Noor University of Abadan City in 2013. The population consists of 256 members. A sample of 70 students was selected randomly. In order to collect the research data, a self-administrated questionnaire was used. The research data were analyzed through both descriptive and inferential statistics in the SPSS. The results of this study revealed that there is a significant relationship between time management and achievement of students. Another part of our results showed that there is a significant positive relationship between age and time management.

Keywords: Time Management, Planning, Achievement

1. Introduction

Currently, time is an important factor in the day-to-day life so much that it plays an important role in the success in different areas. Failure in time management may result in different negative outcomes. In this regard, efficient use of time is an important and valuable issue which will be possible only through time management skills and time planning capabilities. Indeed, time management effort should be a consciousness, sustainable, and ongoing process. Time management, which is known as time planning, refers to concentration on the time, control of opportunities, and direction of activities. Generally, we allocate our time to different activities such as study, sleep, interaction, discussion, enjoyment, sport, etc. In this regard, some parts of our time may be wasted. Finally, total wasted times may be a significant part of our time. Currently, management authors and researchers introduced the new concept of effective management. One of the most important principles of effective management is time management and its capabilities. Some authors refer to time management as the key element in self-management and effectiveness. According to many authors and researchers, time management is the process of goal-setting, prioritization, and efficient use of the resources. The process of time management is uniqueness and could not be transferred from one person to another.

Many authors such as Berry et al. (1991) and Hudson et al. (2009) refer to the individual skills of time management as the main effective factor in the success in work and personal life. Effective use of the individual skills of time management is considered as an important factor in the educational and non-educational progress. Indeed, the individual skills of time management refer to control, administration, and management of time. People, who have time management capabilities, will be success in planning their time and coordinating their plans with their own conditions.

All over the world, most universities deal with the challenges of inefficient use of time. Decreasing educational and scientific standards is one of the main short-term solutions that can be used for solving this problem. However, this solution may have destructive outcomes in the long-term period. It can be said that time management capabilities play an important role in the progress and achievement of students. This is why the present study aimed to investigate the relationship between time management and achievement of students.

Achievement and success in time management process is very important. In addition, education is considered as one of the most valuable goals of students all over the world. Prioritization of activities is one of the main steps in the process of time management by which students will be able to manage their time appropriately. In other words, time management enables students to eliminate the unnecessary activities. This step makes the most changes in the process of time management. Indeed, prioritization can be done through differentiating necessary activities that should be done from unnecessary ones. The necessary activities are those activities that should be done for achieving goals. Most importantly, we should enjoy the necessary activities from personal and professional perspectives. Indeed, we should consume a large part of our time to the enjoyable activities. Rouhani (1998) indicates that time management ability determines success probability. However, the philosophy of time management is different from one person to another. Time management capabilities should be adapted with job activities. The sense of research and exploring is one of the main inherent needs of human which has been developed considerably during recent years (Sedaghat and Maleki, 2002). Therefore, research is

the main prerequisite of achievement and success. Based on the review of literature on the time management and its role in the achievement and success of students, the present study aimed to investigate the relationship between time management and progress of students.

Time management

Before defining time management, it is necessary to define management. Generally, management is defined as a science or art which can be used for achieving the goals. Management has systematic methods for doing the jobs and achieving the goals (Ghafari et al., 2006). Time is a dynamic process which is not savable and its loss cannot be compensated (Niazi et al., 2007). Time management refers to having the control of time and other activities. When a person can manage his/her time, environmental events and affairs cannot direct his/her activities. In other words, time will be wasted if the person is inactive in his/her activities and affairs (Khaki, 1999).

Past studies

Some of the past studies in time management and their findings are indicated and discussed in the following sections. For this purpose, international and internal studies are presented respectively. Hudson (2006) indicates that educational programs are one of the most important parts of academic life that consist of several goals and practices. Since professors assign different homework, research projects, and studies for their students, then the time management skills of students will be very important. Britton and Glenn (1989) investigate the relationship between management and achievement and found that students can achieve higher levels of achievement through selecting appropriate educational goals, time-scheduling, and practice in a predetermined framework. Britton and Teser (1991) found that education of time management is effective in improving the self-effectiveness opinions and educational progress. They (2004) found that there is a significant negative relationship between time management and interests in the educational periods. In other words, improvement in the time management skills decreases the interests of educational periods. Increasing importance of time management not only can be found in the theoretical discussions, but also it can be found in the researches and practical studies. In another study, the authors found that there is significant relationship between triple contrasts theory and socio-cognitive theories. In the triple contrasts theory of Bandura (1998), the authors refer to time management as a combination of the behavioral, environmental, and personal effects. The behavioral effects refer to the attempt to self-research, self-evaluation, suicide, and even academic performance. The environmental effects refer to the utilization of planning instruments such as computer and calendar which can be helpful in the time management. Finally, individual effects refer to the learning from time management such as goal-setting, prioritization, and perception of self-effectiveness.

The socio-cognitive theorists consider triple contrast processes as important factors in the development of time management. It can be said that the students have to determine certain goals for their time management process and then use different instruments for achieving the goals. Truman and Hotly (1996) investigate the effect of time management on the achievement of three groups of students including teenagers, mature, and adults. They found that there is significant relationship between time management on the achievement of these groups. They also found that there is significant difference among these groups on the time management utilization. In other words, adults use time management more than others. Holl and Horsch (1981), King, Vonette, and Laot (1986), Maher (1986), and Aourper (1993) found that the educational periods of time management affects the behaviors of time management of respondents. Makan et al. (1990) found that the students, who feel that have control of their time, experience less physical tensions in their work than others. He also found that there is a significant relationship between time management scores and demographic variables such as age and gender. In other words, he found that senior students and women students use time management practices more than others. The effect of time management on decreasing stress, increasing educational performance, increasing job performance and job satisfaction were investigated and supported in the past studies (Salehzade et al., 2007).

Karami Moghadam (2012) in his study “the effect of happy environment and study time management on the life quality and achievement of students” investigates the effect of happy environment and study time management on the life quality and achievement of students. He also examines the effect of time management and happiness in the life on the achievement of students. He found that time management and happiness in the life affect achievement of students. In other words, a significant relationship was found between scores of students and their time management success. In another study, the scores of physio-pathology students are more than the scores of clinic and basic sciences students. He also found that improvement in the awareness and time management skills of students leads to achievement of students. Also the academic professionals and officials can improve time management of students through planning class times and providing students with happy environment. Also the time management skills of students, who are interested in their academic field, were more than others.

2. Questions of study

The main questions that the authors were determined to answer them are indicated in the following section.

1. Is there any significant relationship between time management and progress of educational sciences students from perspective of demographic variables (age and gender) in the Payame Noor University of Abadan?
2. Is there any significant relationship between academic terms of students and their progress in the Payame Noor University of Abadan?
3. Is there any significant relationship between time management and progress of educational sciences students in the Payame Noor University of Abadan?

3. Research methodology

As indicated previously, the purpose of this study is to investigate the relationship between time management and progress of students. The statistical population of this study includes the students of educational sciences in the Payame Noor University of Abadan City in 2013. The population consists of 256 members. A sample of 70 students was selected randomly. The sample members answered the questionnaire perfectly. In order to collect the research data, the standardized questionnaire of Queen was used. The reliability and validity of this questionnaire has already been measured and confirmed by students of University of Tehran. In order to analyze the research and test the hypotheses, both descriptive and inferential statistics were used in the SPSSP.

4. Findings

The first hypothesis indicates that there is a significant relationship between age of students and their time management. In order to test the hypothesis, analysis of variance (ANOVA) test were used. The results of this hypothesis are indicated in table 1.

Table 1: the results of first hypothesis

Groups	Sum of squares (age)	Total sum of squares	df	P
Students	2.27	8.51	69	0.5
Total	10.85			
Frequency	70			

Based on the results of table 1, it can be said that there is a significant relationship between age of students and their time management. In other words, students with different age have different time management skills.

The second hypothesis indicates that there is a significant relationship between academic terms of students and their time management skills.

Table 2: the results of the second hypothesis

Sum of squares (age)	Total sum of Term	Total sum of squares	P
Individuals	2.35	8.51	-1.5
Frequency	70		

The results of table 2 revealed that there is not any significant relationship between academic terms of students and their time management skills.

The third hypothesis indicates that there is a significant relationship between time management and achievement of students. In order to test the hypothesis, Pearson Correlation Coefficient test was used.

Table 3: the results of the third hypothesis

	The average of scores
Correlation coefficient	0.287
Sig	0.148
Frequency	70
P	1.5

Based on the results of table 3, it can be said that there is a significant relationship between time management and achievement of students. The correlation of this test is 0.287 which shows that the relationship between these two variables is significant ($p=0.148$).

5. Discussion and conclusion

The present study was aimed to investigate the relationship between time management and achievement of students of Payame Noor University in the city of Abadan. The first hypothesis indicates that there is a significant relationship between age of the students and their time management skills. In order to test the hypothesis, ANOVA test was used. The results of the first hypothesis revealed that there is a significant relationship between age of the students and their time management skills. This requires that students with more age have more skills of time management than others. The results of this part of study are consistent with

findings of other authors such as Briton and Teaser (1991). They found that senior students have more scores on the time management than freshman students. As a result, the freshman students should be provided with necessary educations and knowledge to improve their abilities in time management. The second hypothesis indicates that there is a significant relationship between academic terms of students and their educational progress. In order to test the hypothesis, ANOVA test was used. The results of this test revealed that there is not any significant relationship between academic terms of students and their educational progress. In other words, academic terms of students has not any significant effect on the achievement of students. The third hypothesis indicates that there is a significant relationship between time management and educational progress. In order to test the hypothesis, Pearson Correlation Coefficient test was used. The results of this test revealed that there is a significant relationship between time management and educational progress. The results of this part of our study are consistent with findings of Glover et al. (2007) and Afjeh (1997). Glover et al. (2007) found that time management skills affect achievement of students significantly. In this regard, Matjeri (1980) found that time management skills affect achievement of students. In other words, students with more time management skills have more educational progress. Tnhou (2006) found that there is a significant relationship between time management skills of students and African culture. He found that time management skills affect academic performance of students. The results of this study and other studies revealed that time management affect achievement of students through decreasing their stress and increasing their academic performance. It can be said that educating time management skills among students improve their educational performance directly or indirectly.

6. Empirical suggestions

Based on the results of this study, some empirical suggestions have been developed. These are indicated in the following section.

1. The main prerequisite of time management is determination of main goals and purposes of life. In this regard, the best method is that we note our goals and prioritize them and then allocate our time to the activities based on their importance and necessity.
2. Achievement of the goals and purposes of life require time. Sometimes, efforts may be ineffectual because of limitation of resources.
3. Achievement of the main goals requires several smaller activities. In other words, achievement of main goals requires different smaller activities.
4. It is not possible to manage time effectively without setting the achievable and obvious goals. It is necessary to develop the achievable goals. It should be noted that students have to develop goals and purposes based on their abilities and capabilities.

The main limitations of this study are indicated in the following section.

- Difficulty of the grading process
- Inaccessibility of the reliable and valid questionnaire
- Not participation of some students in responding the questionnaires truly.

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