

Time Management Skills of Pamukkale University Students and their Effects on Academic Achievement

Abdurrahman Tanrıöğen*
Seher Işcan**

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Abstract

Problem Identification: Time is not a kind of source which people can increase by working hard. The aim of the time management is to increase the quality of the activities performed in a limited time. The university life process is the preparation stage to the period of taking responsibility and working. For this reason, acquiring the skills related to time management during this process plays an important role for students to be successful both during their university education and in real life.

Purpose of Study: The purpose of this study is to determine the time management skill levels of PAU students and the effects of these skills on their academic achievement.

Methods: In this study descriptive survey has been used. The sample of the study consists of 375 students attending five different faculties of Pamukkale University in the 2007-2008 academic year. A Time Management Scale including 25 items adopted from the Time Management Questionnaire developed by Britton and Tesser was administered to the subjects. The data has been analyzed by using such techniques as means, standard deviation, and linear regression.

Findings and Results: According to the findings, the time management skills of PAU students were found at a moderate level (f: 245, 65.33 percent). It was also found that the prediction power of the students' time planning skills for academic achievement level is 4.7 percent, time management attitudes and skills explain 3.8 percent of total variance in academic achievement, and the prediction power of the level of the students to cope with time wasters for academic achievement level is 4.3 percent. Moreover, the findings of this study prove that time management skills are not unidimensional. Finally, positive attitudes of students about time management affects their academic achievements as well as the other dimensions. Having positive attitudes about time management can help students to develop their skills in time management.

* Prof. Dr., Pamukkale University Faculty of Education, Turkey, atogen@gmail.com

** Instructor, Pamukkale University School of Foreign Languages, Turkey, seher_iscan@hotmail.com

Conclusions and Recommendations: The students should start to acquire time management senses on their own in their primary school years by reading materials on the issue or via the framework of psychological counselling and guidance studies applied in schools, and adopt effective time management attitudes and techniques to determine how and where they spend their time.

Keywords: Time management, academic achievement, university, student

For centuries, philosophers and scholars made great efforts to define “time,” but they could not agree on a common point. Newton said that time absolutely exists whether the universe exists or not. Leibnitz refuted Newton’s definition by saying “time is not existent on its own, it is just the order of events.” Like Leibnitz, Einstein said, “We can measure the time according to the order of events and it hasn’t got an independent existence except for these events,” then he developed an idea he called “synchronous events” (Erdul, 2005).

Relativity developed by Einstein caused us to think of the connection between time and place. Time slows down at the time of great “speed.” Actually, Einstein contributed to the mystery of time. The moment when time is approached most and understood well is the moment when time can be seen as a dimension. Time is a dimension in which change takes place. The speed and the rate of the change occur at different levels; although it takes millions of years for mountains to take their forms; people are born, grow up, and die within a bit longer than half of a century. Human beings prefer to assess time and the change according to the rate of their lifetime (Adair & Adair, 1999).

Time is “a process which goes on continuously without the control of people and through which the events occur from the past to the present and follow each other toward the future” (Smith, 1998, p. 24). Time is a source which shouldn’t be wasted and should be used wisely. The appropriate use of time is an important variable for people working in different fields to attain their goals.

Time is priceless source. It runs down relentlessly with a certain rhythm; each minute is 60 seconds, each hour is 60 minutes. Time passed can’t be returned. It is a source which is shared democratically – everyone has 24 hours for each day and seven days for each week. No matter how rich a person is, he can’t buy more time, he can’t save, borrow, steal, or change time in any way. The only thing he can do is to evaluate the time he has in the best way possible. Among the sources owned, time is the least comprehensible and worstly used.” (Scout, 1997). Where does this quote start? Add quotation marks at the beginning.

A new concept called “time management” emerged because of the needs of the people on how to effectively and productively control their time. It is an accepted fact that the most important step to using time effectively and productively is to manage time well. It is difficult to mention success for people who are incapable of managing time.

Time management spread from Denmark as an educational tool with the purpose of helping the administrators of organizations to teach their workforce to organize their time better. Now, it has become one of the most important components of success especially in professional working life (Koch, 1998). Time management is “a process in which a person applies such management functions as planning, organizing and controlling into his own activities to attain his goals effectively and productively in his both private life and career” (Erdem, 1999, p. 27). Time is not a kind of source which people can increase by working hard. The aim of time management is to increase the quality of the activities performed in a limited time.

According to Efil, it is very important to control time. It is difficult for people to provide whole control during their daily plans. Such time as school and work hours have been organized beforehand. Time is used for these activities. However, even these duties and activities carried out in definite time have a certain priority. Time passes in schools by attending classes, studying, and learning. For this point of view, time is mostly controlled by certain duties and obligations, but there are some different freedom degrees within the underdetermined time period. The first step to control time better starts by analyzing how it is used (Efil, 1999; Erdul, 2005).

University life takes an important role in creating the consciousness of time assessment. Making the students gain this consciousness, preparing the appropriate conditions to make students to gain this consciousness, and supporting them should be one of the duties of the university. Students experiencing the university life should undertake the most important role and responsibility of improving their time management skills. It is necessary to learn what time assessment means (Fidan, Latif & Uçkun, 2005). The purpose of this study is to reveal how time management skills of university students affect their academic achievement and, thanks to this, lead to more effective time use.

As a result of the observation of recent literature, only a few studies can be found on the time management skills of university students and their effects on academic performance. According to Britton and Tesser (1991), time management attitudes and the skills of university students affect their academic achievement positively. Moreover, a study by Moore (1994) significantly showed that time management skills have a powerful effect on academic achievement, and that students’ perceptions and practices for time management are important factors in determining academic achievement.

Method

Research Design

The general purpose of this descriptive survey is to determine the time management attitude and skill levels of PAU students and the effects of these skills on their academic achievement. For this purpose the following research questions have been asked:

1. At which level are the time management skills of PAU students?
2. How do the time management skills of PAU students affect their academic achievement?
3. How do the time planning skills of PAU students affect their academic achievement?
4. How do the time management attitudes and skills of PAU students affect their academic achievement?
5. How does the ability of PAU students to cope with time wasters affect their academic achievement?

Sample

Participants of time management scale. The population for this study is 15,823 students studying in six different faculties of Pamukkale University, during the 2007–2008 academic year. By employing Cochran’s formula (1962) proposed for stratified random sampling, 375 students attending Faculty of Education, Faculty of Science and Letters, Faculty of Economic and Administrative Sciences, Faculty of Engineering, Faculty of Medicine, and Faculty of Technical Education have been chosen as a sample of this study.

Table 1

The Distribution of the Sample according to Faculty and Gender Variables

Faculty	Male	%	Female	%	Total
Faculty of Education	81	76	26	24	107
Faculty of Science and Letters	60	59	42	41	102
Faculty of Economic and Administrative Sciences	32	40	48	60	80
Faculty of Engineering	24	35	45	65	69
Faculty of Medicine	2	25	6	75	8
Faculty of Technical Education	2	22	7	78	9
Total	201	54	174	46	375

The table generated by Krejcie & Morgan (1970) and reprinted by Gay (1996) was used to find out an appropriate sample size to represent the population.

Research Instrument

Time management scale. A time management scale (TMS) including 25 items adopted from the time management questionnaire developed by Britton and Tesser was administered to the subjects to measure time management skill levels of the students and to determine the capability of these skills to predict students’ academic achievements. The first part of the two-part scale is designed to get personal

information about the students and the second part to measure the time management skills of the students. It requires subjects to mark one of the alternatives given for each item as "always-4", "frequently-3", "sometimes-2", and "never-1."

Validity and Reliability

The validity and reliability of the research instrument. The instrument was given to a group of experts studying in the field of educational administration to test the content validity of the time management questionnaire. At the end of the evaluation, necessary corrections were carried out and it proved that the instrument has content validity. At the end of the analysis for the construct validity of the questionnaire, the value of Kaiser-Meyer-Olkin for the time management questionnaire was .835. The data of the instrument was proven appropriate for factor analysis. A factor analysis on 37 items was carried out to reveal the basic subscales and factor structure of the questionnaire. In this analysis the scale was subjected to Principal Component Analysis. The following table of "critical values for a correlation coefficient" generated by Stevens (1996) was used to test the significance of a factor load.

Table 2
Critical Values for a Correlation Coefficient

n	C.V.	n	C.V.	n	C.V.
50	.361	180	.192	400	.129
80	.286	200	.182	600	.105
100	.256	250	.163	800	.091
140	.217	300	.149	1000	.081

Source: Stevens, J.(1996). Applied Multivariate Statistics for the Social Sciences. Third. Ed., Mahwah,N.J.: Lawrence Erlbaum Associates, Publishers. p. 371.

Since the factor analysis of the data was run with 375 (nearly 400) subjects, factor loadings $>2 (.129) = .258$ in absolute value was supposed to be statistically significant as proposed by Stevens (1996). Therefore, 12 items in the factor load under .258 (.129 x 2) were excluded. The three interpretable factors were: Factor I (Time Planning); Factor II (Time Management Attitude and Skills); and Factor III (Time Wasters). As a result of the analysis, the CronBach-Alpha value of the instrument was found as .750 and the scale was proven reliable.

Procedure

The time management scale has been applied to 375 students and their grade point averages as written by them on the first part of the scale forms.

Data Analyses

During the process of data analysis, the SPSS (Statistical Package for Social Sciences) package program was used. In order to find answers to the problems of this

study, such techniques as standard deviation, mean, and linear regression were used. The meaningfulness level of .05 was used during the statistical analysis. Negative items in the questionnaire were reverse scored.

Findings and Results

In order to analyze the time management skill levels of PAU students, how many students drop to each skill level and the total percentage portions of these students are determined by descriptive statistics techniques. The table related to this determination is given below.

Table 3

The Frequency Levels of the Points Related to the Time Management Skill Levels of PAU Students

<i>Points</i>	<i>Frequency</i>	<i>%</i>	<i>Level</i>
75.101 and above	63	16.8	High
59.507 - 75.101	245	65.33	Moderate
59.507 and below	67	17.87	Low
Total	375	100	

According to Table 3, the time management skill level of PAU students is at a moderate level (f: 245, 65.33 percent). At this level, students don't know how to manage their time, they don't know enough about the techniques of time planning, they frequently use time wasters, they revert to wrong habits they got into in the past related to effective time planning, and they may not have heard of the concept of time management.

The effect of time management skills of PAU students on their academic performance has been compared through linear regression analysis. Time management skills are taken as independent and the grade point averages of the students are used as the dependent variable. The grade point averages of the students were written by the students themselves in the first part of the questionnaire. The researcher used the results of the linear regression analysis to reveal how much of the academic performance of students (by stabilizing the other factors affecting the academic performance) is affected by their time management skills. In this sense, the researcher tried to reveal how much of this effect can be predicted by time management skills of the students, although there are several factors affecting academic performance. The findings for the prediction power of time management skills of the students for academic achievement levels are given in Table 4.

Table 4***The Regression Analysis Results Related to the Relationship between the Time Management Skills and the Grade Point Averages***

Variables	B	Standard Deviation	β	T	p
Stable	1.278	.213		5.999	.000
Time Management Skills	.018	.003	.280	5.638	.000

R= .280 R²=.079 P=.000 F= 31.787

According to the results of regression analysis in which time management skills are used as an independent variable and academic performance as dependent variable, the level of the explanation of the dependent variable is statistically meaningful (R=.280, R² =.079, P<.05). According to these findings, the prediction level of time management skills for academic performance is 7.9 percent. Namely, it can be said that the students' time management skills affect their academic achievement at a significant level and the skills are one of the predictors of academic performance. Therefore, it is expected that when time management skills increase, the students' grade point averages also increase.

The effect of time planning skills of PAU students on their academic performance was compared using linear regression analysis. Time planning skills were the independent variable and the grade point averages of the students was the dependent variable. The grade point averages of the students were written by the students themselves in the first part of the questionnaire. The researcher used the results of linear regression analysis to determine how much of the academic performance of the students (by stabilizing the other factors affecting academic performance) is affected by their time planning skills. Using these results, the researcher tried to reveal how much of this effect can be predicted by the time planning skills of the students, although there are several factors affecting academic performance. The prediction power of the students' time planning skills for academic achievement level is given in Table 5.

Table 5***The Regression Analysis Results Related to the Relationship between the Time Planning Skills and the Grade Point Averages***

Variables	B	Standart Deviation	β	T	p
Stable	1.887	.139		13.598	.000
Time Planning Skills	.020	.005	.216	4.274	.000

R= .216 R²=.047 P=.000 F= 18.264

According to the results of regression analysis in which time planning skills are used as independent variable and academic performance as the dependent variable, the level of the explanation of the dependent variable is statistically meaningful ($R=.216$, $R^2=.047$, $P<.05$). According to the findings, the prediction level of time planning skills for academic performance is 4.7 percent. Therefore, it can be said that the students' time planning skills affect their academic achievement even if it is low and the skills are one of the predictors of academic performance.

The effect of time management attitudes and skills of PAU students on their academic performance was compared through linear regression analysis. Time management attitudes and skills were used as independent variables and the grade point averages of the students were the dependent variable. The grade point averages of the students were written by the students themselves in the first part of the questionnaire. The researcher used the results of linear regression analysis to determine how much of the students' academic performance (by stabilizing the other factors affecting the academic performance) is affected by their time management attitudes and skills. Using these results, the researcher tried to reveal how much of this effect can be predicted by time management attitudes and skills of the students, although there are several factors affecting academic performance. The prediction power of time management attitudes and skills of the students for academic achievement level is given in Table 6.

Table 6

The Regression Analysis Results Related to the Relationship between the Time Management Attitudes and Skills and the Grade Point Averages

Variables	B	Standart Deviation	β	T	p
Stable	1.674	.210		7.976	.000
Time Management Attitudes and Skills	.032	.008	.194	3.823	.000
R= .194 R ² =.038 P=.000 F= 14.619					

According to the results of regression analysis in which time management attitudes and skills are used as independent variables and academic performance as the dependent variable, the level of the explanation of the dependent variable is statistically meaningful ($R=.194$, $R^2=.038$, $P<.05$). According to these findings, the prediction level of time management attitudes and skills for academic performance is 3.8 percent. Therefore, it can be said that the students' time management attitudes and skills have an effect, even if it is low, on their academic achievement and the skills are one of the predictors of academic performance.

The ability of PAU students to cope with time wasters and its effect on their academic performance has been compared through linear regression analysis. The level to cope with time wasters was used as the independent variable and the grade point averages of the students were used as the dependent variable. The grade point

averages of the students were written by the students themselves in the first part of the questionnaire. The researcher used the results of linear regression analysis to reveal how much of the students' academic performance (by stabilizing the other factors affecting the academic performance) is affected by the student's ability to cope with time wasters. Using these results, the researcher tried to reveal how much of this effect can be predicted by the student's ability to cope with time wasters, although there are several factors affecting academic performance. The prediction power of the student's ability to cope with time wasters on academic achievement level is given in Table 7.

Table 7

The Regression Analysis Results Related to the Relationship between the Ability to Cope with Time Wasters and the Grade Point Averages

Variables	B	Standart Deviation	β	T	p
Stable	1.849	.153		12.065	.000
Time Wasters	.045	.011	.208	4.110	.000

R= .208 R²=.043 P=.000 F= 16.895

According to the results of regression analysis in which the ability to cope with time wasters is used as an independent variable and academic performance as the dependent variable, the level of the explanation of the dependent variable is statistically meaningful (R=.208, R² =.043, P<.05). According to these findings, the prediction of ability to cope with time wasters on academic performance is 4.3 percent. Therefore, it can be said that a student's ability to cope with time wasters has an effect, even if it is low, on his or her academic achievement and the level is one of the predictors of academic performance.

Discussion

The time management skills of PAU students are at moderate level (f: 245, 65.33 percent). Nearly 17 percent (f: 63) of the students have high skills, 17.87 percent (f: 67) of the students have low level time management skills. According to these results, although most of the students attending to Pamukkale University have time management skills at a moderate level, only a few of them have these skills at a high level. However, as discussed earlier, time management skills are among the most important variables of success in professional and academic life. Making students gain effective time management skills seems to be one of the ways for Pamukkale University to reach its goals stated in its vision and mission. Therefore, it would be beneficial to open courses related to time management or hold time management seminars for students from time-to-time in each faculty or even each department of Pamukkale University.

The general time management point was also found at a moderate level in the study by Dikmetaş, Erdem, and Pirinçci (2003). The findings are consistent with those of the study by Dikmetaş et al. On the other hand, the study by Erdul found that time management skills of university students were at a high level. The findings contradict those of Erdul's study. This may result from the time difference between Erdul's study and this one and the different sample scope of Erdul's, including five separate universities in different cities.

Time management skill level explains 7.9 percent of total variance in academic achievement. A lot of factors affect students' academic achievements, and these findings show that the time management skills of university students have a notable effect on their academic achievement. These results show the importance of a student's effective time management as well as the other factors affecting a student's academic achievements. Therefore, it is important to make the students acquire time management skills beginning in their preschool years in order to provide a successful university education, because some skills and attitudes can be acquired more easily than normal during this period. The findings obtained are consistent with the studies by Alay (2000); Dikmetaş et al.; Demirtaş & Özer (2007); Macan and his friends (1990); Britton & Tesser; Moore (1994), and Wells (1994).

According to the findings obtained, the prediction level of time planning skills for academic performance is 4.7 percent. That is, a positive relationship between a student's time planning skills and his or her academic performance was found, and time productively planned will increase the academic achievement of the students. This result is consistent with that of the study Alay. Also, the findings of this study are consistent with those of obtained related to the short term planning subscale of the study by Britton & Tesser. As in this study, it was determined that the skills obtained in this subscale positively contribute to students' academic achievement.

These findings show the prediction level of time management attitudes and skills for academic performance is 3.8 percent. It has been determined that the time management attitudes and skills affect the academic achievement of students positively, consistent with the study by Britton & Tesser. However, the study by Demirtaş & Özer could not determine a relationship between time attitudes and academic achievement. The contradiction between the findings of the study by Demirtaş and Özer and this study may be due to the fact that the one carried out in 2007 was applied to only the fourth classes of the educational faculty of a different university.

The prediction level of ability to cope with time wasters on academic performance was found at 4.3 percent. A similar relationship has been found between the time wasters subscale of the study by Demirtaş & Özer, including questions related to wasting time and their grade point averages. The findings of this study are consistent with those of the study by Demirtaş & Özer.

It seems that time management skills constitute three dimensions. This result also proves that time management skills are not unidimensional. It has been concluded that the skills of each dimension affect a student's academic achievement at different levels.

The knowledge of different dimensions which constitute general time management is important during a student's acquisition process of time management skills. To make the students gain these skills may take longer. Therefore, it may be necessary to make the students acquire time management skills step-by-step according to their development levels. Therefore, it is important to analyze time management and determine its dimensions.

According to the results of the study, positive attitudes of students about time management affect their academic achievement as well as the other dimensions. Having positive attitudes about time management can help students develop their time management skills. First, it may be useful to have an effort to develop positive attitudes related to time management within the process of teaching the students time management skills. Then, skills of effective time planning and coping with time wasters can be improved. Based on the results of this study, the following suggestions have been proposed for university students and researchers:

First, students should determine how and where they spend their time by applying time analysis and determine the activities wasting their time and take precautions. Secondly, students should adopt effective time management attitudes and techniques which enable them to use time effectively and put them into practice as frequently as possible. Also, the concept of time management should be introduced to the students in the framework of psychological counselling and guidance studies beginning in primary school. Furthermore, the Internet is a good source for students, and programs including knowledge of how to use time more effectively and productively should be prepared and published through Internet. Finally, the brochures, leaflets, and books written by specialists in the field of educational administration should be distributed and related articles and written pieces should be given to students at the beginning of terms. Such activities as seminars, conferences, and courses should be held by the psychological counselling and guidance departments of related educational institutions.

Different studies may be applied by new researchers. For instance, the students attending five different faculties of PAU constitute the subjects of this study. A new study may be extended by including all students of PAU. Also, this study has been carried out in Denizli, but could be conducted in different cities. Moreover, this study is aimed at university students. This study may be applied from different aspects to students with different ages and education levels and reach a general judgment by comparing the findings of the new study and the results of this one. In addition, this study neglects such variables as where the student lived and the section attended. These variables can be analyzed in similar studies. Finally, the effect of time management skills of university instructors on their academic performance can be determined.

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Pamukkale Üniversitesi Öğrencilerinin Zaman Yönetimi Becerilerinin Akademik Başarıları Üzerindeki Etkisi

(Özet)

Problem Durumu: Kelime anlamı olarak zaman, olayların geçmişten bugüne gelip, geleceğe doğru birbirini takip ettiği, bireyin kontrolü dışında kesintisiz devam eden bir süreçtir. Zaman israf edilmemesi, akılcı kullanılması gereken önemli bir kaynaktır. Ancak, günümüz toplumlarında, yaşamın hızlı temposu içerisinde bireylerin söz konusu değerli kaynağı etkili bir biçimde kullanma şansları giderek azalmaktadır. Öncelikle insanlardan beklenen ve karşılanması istenen konular, her yıl bir önceki yıla oranla artmakta ve örgütler, çalışanlarından her geçen gün daha fazla konuda talepte bulunmaktadır. Bunun yanı sıra çalışma yaşamı giderek daha karmaşıklaşmakta, iş ortamını etkileyen göstergeler artmaktadır. Tüm bu değişimler belirli bir yere kadar tolere edilebilmektedir, fakat değişim hızının da kendi içinde artıyor olması, belli bir noktada zamanın yetersizliği gerçeğini ortaya çıkarmaktadır. Zaman yönetimi kavramı bu noktada devreye girmektedir. Zaman yönetimi, kişinin özel ve iş yaşamında, amaçlarına etkili ve verimli bir şekilde ulaşabilmesi için planlama, organize etme ve kontrol etme gibi yönetim işlevlerini kendi etkinliklerine uygulama

sürecidir Zaman yönetiminin amacı, sınırlı olan zaman içerisinde yapılacak etkinliklerin niteliğini artırmaktır.

Üniversite dönemi, zaman değerlendirme bilincinin oluşmasında da önemli bir yer tutmaktadır. Üniversitenin görevlerinden biri de, öğrencilerine bu bilinci kazandırmak, öğrencilerin bu bilinci kazanmaları için uygun koşulları hazırlamak ve onları desteklemek olmalıdır. Zaman kullanma yetkinliklerinin geliştirilmesinde en önemli rolü ve sorumluluğu, üniversite sürecini yaşayan öğrenciler üstlenmelidir. Zamanı değerlendirmenin ne anlama geldiğini özellikle öğrenmek gerekir

Bu araştırmadan, üniversite öğrencilerinin zaman yönetimi becerilerinin akademik başarıları üzerindeki etki düzeyini ortaya çıkarması ve bunun ışığında öğrencilere, zamanlarını nasıl daha etkili bir şekilde kullanabileceklerine ilişkin yol göstermesi beklenmektedir.

Araştırmanın Amacı: Bu araştırmadan, üniversite öğrencilerinin zaman yönetimi becerilerinin akademik başarıları üzerindeki etki düzeyini ortaya çıkarması ve bunun ışığında öğrencilere, zamanlarını nasıl daha etkili bir şekilde kullanabileceklerine ilişkin yol göstermesi beklenmektedir.

Araştırmanın Yöntemi: Bu araştırmada, Pamukkale Üniversitesi öğrencilerinin zaman yönetimi beceri düzeyleri ve bu düzeylerinin akademik başarıları üzerindeki etkisi belirlenmeye çalışılmıştır. Araştırma bu yönüyle betimsel bir çalışmadır. Araştırma tarama modeli için uygundur. Bu araştırmanın evrenini, 2007-2008 eğitim-öğretim yılında Pamukkale Üniversitesi Eğitim Fakültesi, Fen-Edebiyat Fakültesi, İktisadi ve İdari Bilimler Fakültesi, Mühendislik Fakültesi, Tıp Fakültesi ve Teknik Eğitim Fakültesi'nde öğrenim gören 15.823 öğrenci oluşturmaktadır. Araştırmanın örneklemini evrende bulunan 15.823 öğrenci arasından "tabakalı tesadüfi örnekleme" ile seçilen 375 öğrenci oluşturmaktadır.

Pamukkale Üniversitesi öğrencilerinin zaman yönetimi beceri düzeylerini ölçmek için konunun kuramsal temeli oluşturulmuş ve literatür taraması yapılmış olup, Britton ve Tesser (1991) tarafından geliştirilen "Zaman Yönetimi Envanteri", araştırmacı tarafından Türkçe'ye çevrilmiş ve uyarlanmıştır. Türkçe'ye uyarlanan ölçek için uzman görüşü alınmış ve eleştiriler değerlendirilerek, ölçek üzerinde yeni düzenlemeler yapılmıştır. Araştırmanın yaz okuluna devam eden 150 kişilik ön deneme grubuna uygulanması sonucunda geçerlilik ve güvenilirlik çalışmaları yapılarak bazı maddeler çıkartılmış ve kullanılan anket 25 maddeden oluşmuştur. İki bölümden oluşan anketin birinci bölümü öğrenciler hakkında kişisel bilgi edinmeye, ikinci bölümü ise öğrencilerin zaman yönetimi becerilerini ölçmeye yöneliktir. Ölçme aracı için öğrencilerden her maddenin karşısında bulunan "her zaman-4", "sık sık-3", "ara sıra-2", ve "hiçbir zaman-1" seçeneklerinden birini işaretlemeleri istenmektedir.

“Zaman Yönetimi Envanteri”nin kapsam geçerliliğini test etmek amacıyla araç, ilgili alanda çalışan bir uzman grubunun görüşüne sunulmuş, yapılan değerlendirme sonucunda ilgili düzenlemeler yapılmış ve aracın kapsam geçerliliğine sahip olduğu belirlenmiştir.

Ölçme aracının yapı geçerliliği ile ilgili yapılan çalışmada Kaiser-Meyer-Olkin değerinin Zaman Yönetimi Envanteri için .835 olduğu belirlenmiştir. İlgili ölçekteki verilerin faktör analizine uygun olduğu görülmüştür.

Zaman Yönetimi Envanteri'nin temel boyutlarını ve faktör yapısını ortaya koymak amacıyla, 37 madde üzerinden faktör analizi yapılmıştır. Analizde ölçek, Temel Bileşenler Analizi (Principal Component Analysis) ile sınanmış ve faktör yükü .258 (.129x2)'in altında kalan maddeler atılmıştır. Çözümleme sonunda, veri toplama aracının CronBach-Alpha değeri .750 olarak bulunmuş ve aracın güvenilir olduğu saptanmıştır. Verilerin çözümlenmesinde SPSS (Statistical Package for Social Sciences) paket programı kullanılmıştır. Araştırmanın alt problemlerine yanıt bulmak amacıyla standart sapma, ortalama, doğrusal regresyon analizi gibi istatistik tekniklerinden yararlanılmıştır. Yapılan istatistiksel çözümlenmelerde anlamlılık düzeyi .05 olarak alınmıştır. Ölçekte yer alan olumsuz maddeler ters çevrilerek hesaplamalara dahil edilmiştir.

Araştırmanın Bulguları: Bulgulara göre PAÜ öğrencilerinin zaman yönetimi becerileri “orta” düzeydedir (f:245, %65.33). Zaman yönetimine ilişkin, öğrencilerin % 16.8'i (f: 63) “yüksek”, % 17.87'si (f: 67) ise “düşük” düzeyde beceriye sahiptir. Ayrıca PAÜ öğrencilerinin zaman yönetimi beceri düzeyi, akademik başarıdaki toplam varyansın % 7.9' unu açıklamaktadır. Zaman planlama becerilerinin, akademik başarı düzeyini yordama gücü % 4.7 olarak saptanmıştır. Bir diğer alt boyut olan zaman yönetimi tutum ve becerileri, akademik başarıdaki toplam varyansın % 3,8'ini açıklamaktadır. Zaman düşmanlarını kullanma düzeyinin, akademik başarı düzeyini yordama gücü % 4.3 olduğu belirlenmiştir.

Araştırmanın Sonuçları ve Önerileri: Araştırmanın sonuçlarına göre Pamukkale Üniversitesi öğrencilerinin çoğunluğu orta derecede zaman yönetimi becerilerine sahipken çok az bir bölümü yüksek düzeyde zaman yönetimi becerilerine sahip görünmektedir. Oysa daha önce de belirtildiği gibi, zaman yönetimi becerileri tüm mesleklerde olduğu gibi akademik yaşamda da başarının önemli bir değişkenidir. Bu doğrultuda, üniversitenin tüm fakültelerinde hatta tüm bölümlerinde zaman yönetimi ile ilgili derslerin açılması ya da üniversitenin Rehberlik ve Psikolojik Danışma Birimi tarafından ilgili konuda seminer, konferans ya da kurslar düzenlenmesi ve öğrencilere zaman yönetimi ile ilgili alanda uzman kişiler tarafından hazırlanan broşür, kitapçık ve kitaplar dağıtılması gerekmektedir.

Zaman yönetimi becerilerinin üç boyutu içinde barındırdığı görülmektedir.

Bu boyutlardaki becerilerin de öğrencilerin akademik başarıları üzerinde etkileri olduğu sonucuna varılmıştır. Üniversite öğrencilerinin akademik başarıları üzerinde “zaman planlama becerileri”nin 4.7%, “zaman yönetimi tutum ve becerileri”nin 3.8% ve “zaman düşmanları ile başa çıkma becerileri”nin ise 4.3% etkisi bulunduğu gözlenmiştir. Bu sonuç, zaman yönetimi becerilerinin tek boyutlu olmadığının bir göstergesidir. Öğrencilere zaman yönetimi becerilerinin kazandırılması sırasında, genel zaman yönetimini oluşturan değişik boyutların bilinmesinin önemli olacağı düşünülmektedir. Bu becerilerin kazandırılması uzun bir süreç içerisinde olabilir. Bu nedenle, süreç içerisinde zaman yönetimi becerilerinin öğrencilerin gelişim düzeylerine uygun olarak, birbirini izleyen adımlar biçiminde kazandırılması gerekebilir. Bu nedenle zaman yönetiminin analiz edilmesi ve boyutlarının ortaya çıkartılması önemlidir.

Anahtar Sözcükler: Zaman yönetimi, akademik başarı, üniversite, öğrenci