Time Management Skills of Prep Class Students

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ABSTRACT *The purpose of this study is to determine the time management skill levels of prep class students and examine it according to different variables. The sample of the study consists of 347 students attending School of Foreign Languages of Pamukkale University in 2014-2015 academic year. Time Management Scale including 25 items adopted from Time Management Questionnaire developed by Britton and Tesser was administered to the subjects to measure time management skill levels of the students. According to the results, it was found that prep class students frequently show time management skills. Also, there is no significant difference in time management dimension behaviours of PAU prep class students according to such variables as age, shift, faculty and accommodation.*

INTRODUCTION

For centuries, philoshophers 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).

According to Adair and Allen (2003:5) we do *know* what time is. We experience it. We measure it. As it is invisible and indefinable we use metaphors to grasp some of its aspects. Time is money – yes, it is a limited and valuable resource, but it is actually more precious and cannot be stored in the bank. Time is our lives as measured out in years, months, days, hours, minutes and seconds.

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 prep class during the university life process is the preparation stage to the period of being familiar to the new environment, taking responsibility and studying. 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 for the rest of their lives.

METHODOLOGY

The general purpose of this descriptive survey is to determine the time management skill levels of PAU prep class students and analyze it for some variables. For this purpose the following research questions have been asked:

1. At which level are the time management skills of PAU prep class students?

2. Are there any meaningful differences among prep class students related to time management dimensions according to such variables as (a) gender , (b) age, (c) shift, (d) faculty and (e) accommodation?

The sample of the study consists of 347 students attending School of Foreign Languages of Pamukkale University in 2014-2015 academic year. A Time Management Scale including 25 items adopted by Tanrıöğen and İşcan (2008) from the Time Management Questionnaire developed by Britton and Tesser was administered to the subjects. 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." Negative items in the questionnaire were reverse scored.

RESULTS AND DISCUSSION

In order to analyze the time management skill levels of PAU prep class students, average points, median and standart deviation values and students' participation levels for each component were determined by descriptive statistics techniques. The table related to this determination is given below.

Insert Table 3.1

According to the median values of all the answers given, time management skills of prep class students were found at the "Frequently " (m=2.64) level. Similarly, it was seen that students showed the behaviours taking place in "Time Attitudes" (m=3.00) and "Time Wasters" (m=2.80) dimensions at "Frequently " level whereas in " Time Planning" dimension at" Sometimes" level. From these findings it can be concluded that prep class students in PAU can manage their time appropriately. At this level, students know how to manage their time, they hardly ever use time wasters but they do not know much about the effective time planning techniques. They manage their time but they do it with less planning. This may be because they did not have any background information or past experience about how to plan their time.

Insert table 3.2

According to table 3.2, there is no meaningful difference between male and female students' time management behaviours in " Time Planning" and "Time Wasters" dimensions (p>0.05). From these findings, it can be concluded that girls and boys attending PAÜ prep classes have similar behaviors and perceptions related to time planning and

similar attitudes towards time wasters. However, there is a meaningful difference between male and female students' time management behaviours in " Time Attitudes" dimension (p<0.05). When mean ranks are considered, it can be easily understood that male students are more skillful than female students for time planning behaviours and techniques. On the other hand, female students are superior than male students in terms of time attitudes and coping with time wasters efficiently. This result may emerge from cultural and regional differences or the differences between the number of the male and femalestudents participating the study.

Insert Table 3.3
According to table 3.3, there is no meaningful difference amongdifferent age group of students' time management behaviours in " Time Planning", "Time Attitudes" and "Time Wasters" dimensions (p>0.05). From these findings, it can be concluded that students at different ages attending PAÜ prep classes have similar behaviors and perceptions related to time management skills.

Insert table 3.4 here
According to table 3.4, there is no meaningful difference amongthe prep class students attending school in different shifts in terms of time management behaviours in " Time Planning", "Time Attitudes" and "Time Wasters" dimensions (p>0.05). From these findings, it can be concluded that the prep class students attending school during day shift have similar behaviors and skillswith the ones attending school during night shift related to time management skills.

Insert table 3.5 here
According to table 3.5, there is no meaningful difference amongthe prep class students from different faculties attending PAÜ School of Foreign Lanuages   in terms of time management behaviours in " Time Planning", "Time Attitudes" and "Time Wasters" dimensions (p>0.05). From these findings, it can be said that prep class students from different faculties have similar time management skills and practice and "faculty" is not a strong variable to show any differences among the time management practice of prep class students.

Insert table 3.6 here
According to table 3.6, there is no meaningful difference among students choosing different accommodation types in terms of time management behaviours in " Time Planning", "Time Attitudes" and "Time Wasters" dimensions (p>0.05). From these findings, prep class students staying with their families, staying in dormitory, staying in a house with their friends or the ones who prefer staying in aparts or in a house alone have similar time management skills.

4. CONCLUSIONS

According to the median values, time management skills of prep class students were found at the "Frequently " (m=2.64) level. Similarly it was found out that students had the time management behaviours taking place in "Time Attitudes" (m=3.00) and "Time Wasters" (m=2.80) dimensions at "Frequently " level whereas in " Time Planning" dimension at" Sometimes" level.When different variables are taken into consideration, there is no meaningful difference among PAÜ prep class students related to time management skill dimensions in terms of age, shift, faculty and accommodation variables. However, there is a meaningful difference between male and female students' time management behaviours in " Time Attitudes" dimension

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 and prep class can be regarded as the first phase for this improvement. Therefore, it would be beneficial to opencourses related to time management or hold time management seminars for students from time-to-time in School of Foreign Languages.

Table 3. 1 Descriptive Statistics on Time Management Skills of Prep Class Students

Components	n	$\overline{X}$	Median	Sd	Level
Time Planning	347	2.35	2.33	.454	Sometimes
Time Attitudes	347	2.97	3.00	.366	Frequently
Time Wasters	347	2.64	2.80	.543	Frequently
Total	347	2.60	2.64	.343	Frequently

Table 3.2 Time Management Skills of Prep Class Students According to Gender (Mann-Whitney U)

Components	Gender	n	Mean Rank	Rank Sum	U	Z	p
Time Planning	Female	181	173.95	31485.50	15014.50	-.009	.993
	Male	166	174.05	28892.50			
	Total	347					
Time Attitudes	Female	181	191.38	34640.00	11877.00	-3.392	.001*
	Male	166	155.05	25738.00			
	Total	347					
Time Wasters	Female	181	177.90	32199.00	14318.00	-.762	.446
	Male	166	169.75	28179.00			
	Total	347					

*p<0.05

Table 3.3 Time Management Skills of Prep Class Students   According to Age (Mann-Whitney U)

Components	Age	n	Mean Rank	Rank Sum	U	Z	p
Time Planning	17-19	267	173.47	46315.50	10537.50	-.181	.856
	20 and above	80	175.78	14062.50			
	Total	347					
Time Attitudes	17-19	267	179.51	47930.00	9208.00	-1.882	.060
	20 and above	80	155.60	12448.00			
	Total	347					
Time Wasters	20 and above	267	174.65	46631.00	10507.00	-.222	.825
	Total	80	171.84	13747.00			
	20 and above	347					

Table 3.4 Time Management Skills of Prep Class Students   According to Shift (Mann-Whitney U)

Components	Shift	n	Mean Rank	Rank Sum	U	Z	p
Time Planning	Day Shift	225	172.84	38889.50	13464.50	-.292	.770
	Night Shift	122	176.14	21488.50			
	Total	347					
Time Attitudes	Day Shift	225	174.98	39371.00	13504.00	-.249	.803
	Night Shift	122	172.19	21007.00			
	Total	347					
Time Wasters	Day Shift	225	175.90	39578.00	13297.00	-.484	.629
	Night Shift	122	170.49	20800.00			
	Total	347					

p>0.05

Table 3.5 Time Management Skills of Prep Class Students   According to Faculty (Kruskal Wallis)

Components	Faculty	n	Mean Rank	x^2	Sd	p	df
Time Planning	Economic and Administrative Sciences	128	175.20	6.36	6	.384	-
	Engineering	90	178.79				
	Tourism	8	197.81				
	Medicine	34	171.16				
	FTR	42	142.39				
	Education	14	204.79				
	Arts and Sciences	31	181.00				
	Total	347					

				x²	Sd	p	df
Time Attitudes	Economic and Administrative Sciences	128	168.57	7.42	6	.284	-
	Engineering	90	176.42				
	Tourism	8	161.00				
	Medicine	34	182.75				
	FTR	42	149.27				
	Education	14	196.93				
	Arts and Sciences	31	206.32				
	Total	347					
Time Wasters	Economic and Administrative Sciences	128	172.65	4.86	6	.562	-
	Engineering	90	184.61				
	Tourism	8	211.12				
	Medicine	34	170.25				
	FTR	42	149.13				
	Education	14	178.11				
	Arts and Sciences	31	175.16				
	Total	347					

p>0.05

Table 3.6 Time Management Skills of Prep Class Students According to Accommodation (Kruskal Wallis)

Components	Accommodation	n	Mean Rank	x²	Sd	p	df
Time Planning	Staying with family	57	165.60	1.17	3	.759	-
	Staying in a dorm	185	174.48				
	Staying in a house with friends	74	182.71				
	Others	31	165.79				
	Total	347					
Time Attitudes	Staying with family	57	182.45	.99	3	,.804	-
	Staying in a dorm	185	174.44				
	Staying in a house with friends	74	171.94				
	Others	31	160.77				
	Total	347					
Time Wasters	Staying with family	57	186.39	2.34	3	.505	-
	Staying in a dorm	185	169.70				
	Staying in a house with friends	74	168.26				
	Others	31	190.58				
	Total	347					

p>0.05

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