

## THE EFFECT OF TIME MANAGEMENT ON THE ACADEMIC ACHIEVEMENTS OF UNIVERSITY STUDENTS

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### ABSTRACT

**Objective:** The objective of this study is to reveal the time management skills of the Vocational School students and to search the effect of this skill on their academic achievement.

**Material-Method:** This cross sectional study was conducted on 300 students selected by ½ simple random sampling method among 600 students studying at 10 different programs Erciyes University Health Services Vocational School in between January–February 2017. A questionnaire form including demographic and socio-cultural characteristics and academic achievements of the students and Time Management Inventory (TMI) were used as data collection tools in the research. Student t test was used to compare independent groups and analysis of variance was used to compare more than two groups in the statistical analysis of the data.

**Findings:** The point average of the students' time management inventory was found as 75.8±13.3. 39.3% of the students had a general academic average between 2.51 and 3.00. Time management and time consumings subscale scores and TMI total scores of the male students, and TMI time planning and time consumings subscale scores and TMI total scores of the smokers were found significantly high ( $p<0.05$ ). The difference between the groups in terms of TMI and subscale scores according to the time that students spent on the internet and the free time the students had was found statistically significant ( $p<0.05$ ). In addition, the difference found between the groups in terms of TMI and subscale scores according to the general academic average of the students was statistically significant.

**Conclusion:** The time management skills of the students reveal significant difference depending on their demographic and socio-cultural characteristics, and general academic

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average. It is foreseen that the research findings will be useful for further studies on similar cases.

**Keywords:** Time Management, Academic Achievement, Vocational School Students.

## ÜNİVERSİTE ÖĞRENCİLERİNDE ZAMAN YÖNETİMİNİN AKADEMİK BAŞARILARI ÜZERİNE ETKİSİ

### ÖZET

**Amaç:** Bu çalışmada, Meslek Yüksekokulu öğrencilerinin zaman yönetimi becerilerinin ortaya konulması ve bunun öğrencilerin akademik başarıları üzerine olan etkisinin araştırılması amaçlanmıştır.

**Materyal-Metod:** Kesitsel tipteki bu çalışma, Ocak-Şubat 2017 tarihleri arasında Erciyes Üniversitesi Sağlık Hizmetleri Meslek Yüksekokulu'nda yer alan 10 farklı programda öğrenim gören 600 öğrenciden ½ basit tesadüfi örnekleme yöntemi ile seçilen 300 öğrenci üzerinde yürütülmüştür. Araştırmada veri toplama aracı olarak, öğrencilerin demografik ve sosyo-kültürel özelliklerini ve akademik başarılarını içeren anket formu ile Zaman Yönetimi Envanteri (ZYE) kullanılmıştır. Verilerin istatistiksel açıdan değerlendirilmesinde, gruplar arasındaki karşılaştırmalarda bağımsız gruplarda student t testi, ikiden fazla grubun karşılaştırılmasında ise varyans analizi kullanılmıştır.

**Bulgular:** Öğrencilerin zaman yönetimi envanteri toplam puan ortalaması  $75.8 \pm 13.3$  olarak bulunmuştur. Öğrencilerin %39.3'ünün genel akademik not ortalaması 2.51-3.00'dır. Erkek öğrencilerin, zaman planlaması, zaman harcatıcılar alt boyut puanları ve ZYE toplam puanları, sigara içen öğrencilerin ZYE'nin zaman planlaması, zaman harcatıcılar alt boyut puanları ve ZYE toplam puanları anlamlı düzeyde yüksek bulunmuştur ( $p < 0.05$ ). Öğrencilerin internette geçirdikleri zamana ve sahip oldukları boş zamana göre ZYE ve alt boyut puanları açısından gruplar arasında görülen fark istatistiksel olarak anlamlı bulunmuştur ( $p < 0.05$ ). Öğrencilerin genel akademik not ortalamalarına göre ZYE ve alt boyut puanları açısından gruplar arasında çıkan fark da istatistiksel olarak anlamlıdır.

**Sonuç:** Öğrencilerin zaman yönetimi becerileri demografik ve sosyo-kültürel özelliklerine ve genel akademik not ortalamalarına göre anlamlı düzeyde farklılık göstermektedir. Araştırma bulgularının benzer konuda yürütülecek diğer çalışmalar açısından faydalı olacağı öngörülmektedir.

**Anahtar Kelimeler:** Zaman Yönetimi, Akademik Başarı, Meslek Yüksekokulu Öğrencileri.

## **I. Introduction**

Today the concept of time is among the concepts that are most complained about their absence (Sugötüren, Ballı & Gökçe, 2011). Time is a source that is impossible to be replaced after it has been lost, cannot be reversed and stored (Erdem & Kaya, 1998) and flies beyond our control (Yenihan & Öner, 2013). Increasing the pressure of time on employees depending on changing life styles and improving technology (Sugötüren, Ballı, & Gökçe, 2011) and the desire to turn the time to our favor lead to the efficient and productive management of time (Sugötüren, Ballı & Gökçe, 2011), (Yenihan & Öner, 2013). Time Management is defined in a general sense as the process of an individual's applying the management functions such as planning, organizing and control to his/her activities to reach the goals in both his/her private and work life in an effective and productive way. To be able to manage time well is to provide balance between the time that an individual spends in his/her work life and the time spared to fulfill his/her daily needs (Sugötüren, Ballı & Gökçe, 2011). For a successful time management, it is necessary to set the objectives clearly, a good planning should be done to achieve the goals, and an effort should be made until achieving the goals (Özer, 2010).

Time management is important not only in organizational aspect but also to achieve success in the educational life of the students. Various studies are seen in literature on that time management skill has gained importance for academic achievement, preparation for work life and the process of acting as an adult (Sugötüren, Ballı & Gökçe, 2011), (Zekioğlu, Erdoğan & Türkmen, 2015). Especially university students need time management increasingly during the processes of orientation to the complex structure of university life, having knowledge of the field they will work in the future and having different experiences (Sugötüren, Ballı & Gökçe, 2011).

In this study prepared starting this point of view it is aimed to reveal the time management skills of vocational college students and to search for the effect of it on students' academic achievements.

## **II. The Concept of Time Management - Purpose and Techniques**

Time management is a management technique developed in Denmark to organize the time in a better way as an educational tool and then spreading all over the world (Yenihan & Öner, 2013), (Özer, 2010), (Durmaz, Hüseyinli & Güçlü, 2016). When the development period of time management is considered, it is seen that it emerged in the 1970s and since the

1980s it has become a well-accepted approach by managers. This concept, consisting only planning daily activities at first, later has started to be used to help managers to organize their time better (Yenihan & Öner, 2013).

Time management is defined as realizing the activities that are needed to be performed in a specific time period of which beginning and ending has been determined in an efficient and productive way. Due to time management, it is possible to use time productively during the process of achieving specific goals and it is provided to plan and harmonize the time in accordance with the determined priorities (Özer, 2010). According to another definition, time management is to control time consciously during the processes of addressing the needs and achieving the goals (Alay & Koçak, 2003). As seen from these explanations, it is very significant for individuals to manage time efficiently in their professional achievements and achieving their goals (Sugötüren, Ballı & Gökçe, 2011). In order to be successful in time management, goals should be determined, a planning should be done to achieve the goals, actions should be taken to execute the plan, end time should be determined precisely, and working should be kept until achieving the goal (Özer, 2010).

Another point as important as using time efficiently and productively is to stay away from time traps (Yenihan & Öner, 2013). Some factors such as lack of planning, not being able to determine the priorities precisely, delaying, hurrying, being engaged with routine and unnecessary things, unnecessary phone calls, instability, working disorganically (Erdem & Kaya, 1998), lack of self-discipline, extreme social relations (Yenihan & Öner, 2013) and non-ergonomic working environment are among time traps (Durmaz, Hüseyinli & Güçlü, 2016). In addition to these, time consumers such as low productivity, perfectionism, dealing with too much details, low reading speed, e-mails and mobile phones, and factors such as not knowing how to listen, long time spent in front of television and computer are also among time traps (Küçükaltan, Karalar & Kesin, 2013). It is very important to determine time traps and to make arrangements aimed at removing them (Erdem & Kaya, 1998).

The purpose of time management is to keep the time under control in a way that it meets the needs and expectations. Due to time management, it is possible for individuals to manage themselves and use time wisely. In the process of using time wisely, it is not enough only to know how to use time, but it should also be known what kind of problems are faced and the reasons of these problems (Özer, 2010).

In the literature, it is seen that various time management techniques such as warrior approach, the goal approach, the ABC approach, magic tool approach and the time management 101 approach are used. *Warrior approach* claims that activities to be performed

should be planned considering future, important activities and projects should be given priority and time should be protected. *The goal approach* is based on that an individual should know what s/he wants and make an effort to achieve this. *The ABC approach* is an approach defending that the efforts should be focused on the most important things and stating that it is not possible to do everything. *The magic tool approach* is based on the perspective that correct planning and right tools are important in the process of reaching the information easily. *The time management 101 approach* accepts that time management depends on having skills and there are prior tasks to be performed (Özer, 2010).

### **III. The Benefits of Time Management**

Making productivity easier and decreasing stress are among the most important benefits of time management, which enables to use the time efficiently (Alay & Koçak, 2003), (Küçükaltan, Karalar & Kesin, 2013). Time management makes competition possible for organizations, and gives individuals the opportunity of realizing daily activities in a more qualified way (Küçükaltan, Karalar & Kesin, 2013).

The individuals who can manage their time well are able to do more work, have a better communication, get in better contacts with their environment, feel better, achieve their goals and spare the time for themselves. Moreover, due to an efficient time management, the performances (Alay & Koçak, 2003), (Küçükaltan, Karalar & Kesin, 2013) and satisfaction levels of the employees increase and the health of the individuals is protected as a result of decreasing stress depending on time (Küçükaltan, Karalar & Kesin, 2013).

Knowing what to do during the day, keeping the given promises, self-confidence, balance between private and work lives, being positive towards incidents and enjoying life are among the other benefits of time management (Zekioğlu, Erdoğan & Türkmen, 2015). In addition, it is stated that time management also contributes to evaluate academic performances of the individuals and to increase grade-point averages (Alay & Koçak, 2003).

### **IV. Material and Method**

This cross sectional study was conducted on 300 students selected by  $\frac{1}{2}$  simple random sampling method from 600 students studying at 10 different programs including Medical Documentation and Secretaryship, Anesthesia, Medical Laboratory Techniques, Audiometer, First and Emergency Aid, Oral and Dental Health, Electroneurophysiology, Medical Imaging Techniques, Radiotherapy and Operating Room Services at Health Services Vocational School, Erciyes University in January-February 2017. This study was approved by

Erciyes University Faculty of Medicine Ethical Committee and informed consent was received from the participants.

A questionnaire form including demographic and socio-cultural characteristics and academic achievements of the students and Time Management Inventory (TMI) were used as data collection tools in the research. Time Management Inventory has been developed by Britton and Tesser, and its validity and reliability studies have been done by Alay and Koçak (2002). It's a questionnaire with 27 items containing three subscales as time planning (16 items), time attitudes (7 items) and time consumers (4 items). TMI consists of 5 point likert type statements as “always”, “often”, “sometimes”, “rarely” and “none”, and high scores signify that students manage their time better. The 16th item in the subscale of time planning, 2nd, 6th and 7th items in time attitudes and the items in time consumers contain negative statements and they are scored inversely.

The analysis of the data was done by using R 3.2.0 ([www.r-project.org](http://www.r-project.org)) software. Student t test was used to compare two groups in independent groups, and variance analysis was used to compare more than two groups.

## **V. Findings and Discussion**

81.3% of the students are in the group of 18-20 ages. 70.7% of them are female. 42.0% of them are healthcare vocational high school graduate, and 32.7% have come to Kayseri from another city to study. The mothers of 54.3% of the students are primary school graduate, of 88.7% are housewives, the fathers of 34.7% of them are primary school graduate and of 25.7% are self-employed. 9.7% of the students do an income-generating business, and the median of the monthly family income is calculated as 2000 (550-10000). 67.7% of the students live with their families, 22.7% in dormitories, and 6.7% in a flat with friends. 20.0% of them smoke, and 9.0% smoke between 1-10 cigarettes a day. 43.3% have a 4-5 hour of free time, and it is determined them 39.3% spend 1-2 hours on the internet, and 37.3% spend 1-2 hours a day on the social networks. 39.3% of the students have grade point average between 2.51-3.00.

**Table 1. Time Management Inventory of the Students and Subscale Average Scores**

<b>Time Management</b>	<b>X±SD</b>
Time Planning	46.0±11.2
Time Attitude	19.3±3.8
Time Consumers	10.5±3.4
<b>Total</b>	<b>75.8±13.3</b>

Time management inventory of the students and the scores they obtained from subscales are presented in Table 1.

**Table 2. Time Management Inventory of the Students According to Several Variables and the Distribution of Subscale Average Scores**

<b>Variables</b>	<b>n (%)</b>	<b>Time Management Inventory</b>			
		<b>Time Planning X±SD</b>	<b>Time Attitude X±SD</b>	<b>Time Consumers X±SD</b>	<b>TMI Total Score X±SD</b>
<b>Gender</b>					
Male	88	49.4±12.6	19.6±3.5	12.2±3.7	81.3±13.4
Female	(29.3)	44.6±10.2	19.2±4.0	9.7±3.1	73.5±12.7
<i>p value</i>	212 (70.7)	<b>0.002</b>	0.410	<b>0.001</b>	<b>0.001</b>
<b>Age Group</b>					
18-20		45.4±10.8	19.4±3.9	10.3±3.3	75.0±13.0 <sup>a</sup>
21-23	244(81.3	49.8±12.3	19.4±3.7	11.4±4.2	80.6±14.4
24 and↑	)	45.7±13.4	18.0±3.2	10.8±3.3	<sup>b</sup>
<i>p value</i>	42 (14.0) 14 (4.7)	0.056	0.425	0.160	74.6±14.2 <sup>a</sup> <sup>b</sup> <b>0.039</b>

<b>High School Graduation</b>					
Medical Vocational High School	126 (42.0)	46.2±11.8 <sup>ab</sup>	19.0±3.9	10.6±3.6	75.8±14.4 <sup>a</sup>
Regular High School		47.9±11.3 <sup>a</sup>	19.2±3.8	10.4±3.3	<sup>b</sup>
Vocational High School	48 (16.0)	44.5±10.3 <sup>ab</sup>	19.4±3.8	10.3 ±3.4	77.5±13.3 <sup>a</sup>
Anatolian High School	63 (21.0)	47.4±9.9 <sup>ab</sup>	20.7±3.4	10.4±3.9	<sup>b</sup>
Others	51 (17.0)	38.1±10.2 <sup>b</sup>	17.6±4.2	10.7±3.8	74.2±12.0 <sup>a</sup>
<i>p value</i>	12 (4.0)	<b>0.049</b>	<b>0.042</b>	0.980	<sup>b</sup> 78.4±11.0 <sup>a</sup> 66.3±14.6 <sup>b</sup> <b>0.043</b>
<b>Educational Level of the Mother</b>					
Illiterate-literate					
Primary School	33 (11.0)	46.3±13.2	19.9±3.5	11.4±3.8	77.5±14.2 <sup>a</sup>
Secondary School	163 (54.3)	46.5±10.6	19.2±3.6	10.2±3.3	<sup>b</sup>
High School		42.9±10.2	19.1±4.8	10.0±3.1	76.0±12.5 <sup>a</sup>
Undergraduate and graduate degree	51 (17.0)	46.0±11.8	19.4±4.2	10.8±3.7	<sup>b</sup>
<i>p value</i>	44 (14.7)	53.7±13.0	19.3±2.1	13.3±4.3	72.0±12.4 <sup>a</sup> 76.1±15.2 <sup>a</sup> <sup>b</sup> 86.3±15.7 <sup>b</sup> <b>0.034</b>
9 (3.0)	0.070	0.924	<b>0.031</b>		
<b>Residence</b>					
With family	203(67.7)	46.1±10.6	19.2±3.8 <sup>ab</sup>	10.3±3.4	75.6±12.9
In a flat with friends	)	49.6±13.4	17.8±4.1 <sup>a</sup>	11.3±4.1	78.7±15.6
In the dormitory	20 (6.7)	44.9±12.2	19.9±4.0 <sup>ab</sup>	10.7±3.4	75.5±14.2
Others	68 (22.7)	43.9±10.2	22.0±2.7 <sup>b</sup>	11.1±3.2	77.0±12.8
<i>p value</i>	9 (3.0)	0.367	<b>0.022</b>	0.515	0.775
<b>State of Smoking</b>					
Smoker	60	50.4±13.3	20.0±3.5	13.2±3.5	83.6±13.5



Non-smoker	(20.0)	44.9±10.3	19.1±3.9	9.8±3.1	73.9±12.6
<i>p value</i>	240 (80.0)	<b>0.004</b>	0.108	<b>0.001</b>	<b>0.001</b>

<sup>a,b</sup>: There is no difference in groups with the same letter.

Time planning and time consumers subscales scores and TMI total scores of the male students were found significantly higher than the female students' ( $p < 0.05$ ) (Table 2). When TMI and subscales scores were compared in terms of age groups, TMI total scores difference between groups was found statistically significant. This difference arises from 18-20 age group and 21-23 age group ( $p < 0.05$ ) (Table 2). When TMI and subscale scores of the students were compared in terms of the high school type they had graduated, time planning and time attitude subscales scores difference and TMI total scores difference between groups were found statistically significant. This difference is originated from the regular high school graduates and other graduates in time planning subscale, and Anatolian high school graduates and others in TMI total scores ( $p < 0.05$ ) (Table 2).

When TMI and subscale scores were compared in terms of the educational level of the mothers, the difference between the groups in time consumers subscale scores and TMI total scores was found statistically significant. This difference arises from the secondary school graduates and the ones having undergraduate-graduate degree ( $p < 0.05$ ) (Table 2).

When TMI and subscale scores were compared according to the place where the students were living, the difference between the groups in the time attitude subscale was found statistically significant. This difference is due to the students staying in a flat with their friends and the students staying at other places ( $p < 0.05$ ) (Table 2).

The time planning and time consumers subscales scores and TMI total scores of the smokers were found significantly higher than the non-smokers' ( $p < 0.05$ ) (Table 2).

**Table 3. Time Management Inventory of the Students According to Several Variables and the Distribution of the Subscale Mean Scores**

Variables	n (%)	Time Management Inventory			
		Time Planning X±SD	Time Attitude X±SD	Time Consumers X±SD	TMI Total Score X±SD
<b>Time spent on the internet /hour/day</b>					
1 ↓	47 (15.7)	43.5±10.5	18.7±4.3 <sup>a</sup>	10.2±3.9 <sup>ab</sup>	72.4±13.9 <sup>ab</sup>
1-2	118	44.1±11.1	18.8±3.8 <sup>ab</sup>	9.8±3.2 <sup>a</sup>	72.6±12.8 <sup>a</sup>
3-4	(39.3)	47.5±10.4	19.7±3.9 <sup>ab</sup>	10.9±3.4 <sup>ab</sup>	78.1±12.6 <sup>b</sup>
5-6	91 (30.3)	50.2±12.2	21.4±2.5 <sup>b</sup>	11.4±3.2 <sup>b</sup>	83.0±12.1 <sup>b</sup>
6 ↑	24 (8.0)	51.2±11.9	20.0±3.5 <sup>ab</sup>	12.1±3.6 <sup>ab</sup>	83.4±12.3 <sup>b</sup>
<b><i>p value</i></b>	20 (6.7)	<b>0.003</b>	<b>0.016</b>	<b>0.012</b>	<b>0.001</b>
<b>Free time/ day/hour</b>					
15 (5.0)	15 (5.0)	41.3±10.6 <sup>ab</sup>	19.5±3.8	9.6±3.7	70.5±13.6 <sup>ab</sup>
1 hour and ↓	88 (29.3)	43.4±10.5 <sup>a</sup>	18.6±3.8	10.6±3.7	72.7±12.8 <sup>a</sup>
2-3hours	130	46.7±11.1 <sup>ab</sup>	19.4±3.9	10.2±3.0	76.3±13.6 <sup>ab</sup>
4-5 hours	(43.3)	49.0±11.4 <sup>b</sup>	20.1±3.9	11.0±3.9	80.1±12.3 <sup>b</sup>
6 hours and ↑	67 (22.3)	<b>0.005</b>	0.117	0.324	<b>0.002</b>
<b><i>p value</i></b>					
<b>General academic grade average</b>					
2,00 and below	29 (9.7)	47.8±11.9	20.4±3.5 <sup>ab</sup>	12.1±3.4 <sup>a</sup>	80.3±12.2 <sup>a</sup>
2,01-2,50	57 (19.0)	48.5±11.2	20.2±3.9 <sup>a</sup>	10.8±3.3 <sup>ab</sup>	72.1±14.2 <sup>a</sup>
2,51-3,00	118	46.4±10.9	19.4±3.8 <sup>ab</sup>	10.5±3.4 <sup>ab</sup>	79.4±13.4 <sup>ab</sup>
3,01-3,50	(39.3)	44.0±11.3	18.2±3.9 <sup>b</sup>	9.8±3.6 <sup>b</sup>	76.3±12.4 <sup>b</sup>
3,51-4,00	82 (27.3)	40.6±8.8	18.7±3.3 <sup>ab</sup>	9.3±2.6 <sup>ab</sup>	68.6±10.4 <sup>b</sup>
<b><i>p value</i></b>	14 (4.7)	<b>0.048</b>	<b>0.020</b>	<b>0.023</b>	<b>0.001</b>

<sup>a,b</sup>: There are no differences in groups with the same letter.

There was statistically significant difference between the groups in terms of the scores of TMI and subscale scores according to the time students spent on the internet. This difference is due to the ones spending less than 1 hour on the internet and those spending 5 to 6 hours in the subscale of time attitude, the ones spending 1-2 hours on the internet and those spending 5-6 hours in the time consumers subscale, and the ones spending 1-2 hours and the other groups in TMI total scores ( $p < 0.05$ ) (Table 3).

The difference between the groups in terms of the time planning subscale and TMI total scores according to the free time the students had was found statistically significant. This difference is due to the ones having 1-2 hours of free time a day and those having 6 hours and more ( $p < 0.05$ ) (Table 3).

The difference between the groups in terms of TMI and the subscale scores according to the general academic grade average of the students was found statistically significant. This difference is due to the ones having 2.01-2.50 general academic grade average and those having 3.01-3.50 grade average in the time attitude subscale, and the ones having 2.00 and below general academic grade average and those having 3.01-3.50 grade average in the time consumers subscale ( $p < 0.05$ ) (Table 3).

According to the result of the study, the time management skills of Health Services Vocational School students differ significantly according to the gender, age groups, the type of the high school they graduate, the educational levels of their mothers, the place they live, their smoking status, the time they spend on the internet, the state of having free time and their general academic grade averages. The time planning and time consumers subscales scores and TMI total scores of the male students' TMI were found significantly higher when compared female students. When TMI and subscale scores of the students were compared in terms of age groups, it was seen that the difference between the groups in TMI total scores was due to the 18-20 and 21-23 age groups in TMI total scores.

According to the result of a study conducted to determine the time management behaviors of the students studying in the 1st, 2nd, 3rd and 4th grades of Physical Education and Sports Teaching and Coaching and Recreation Departments at Pamukkale University Sports Sciences Technology College by Sugötüren, Ballı & Gökçe (2011), it was found that female students were more careful than males and the 1st grade students were more careful than the ones in the other grades in the time consumers subscale. It was stated that female students were better at time management issue since they are more planned and organized.

When the findings of another study conducted by Alay and Koçak (2003) to determine the relation between the time management methods and academic achievements of university

students were examined, it was seen that there was a positive significant relation between the students' academic achievements and general time management methods, and there was a negative significant relation between the academic achievement and the time consumers. Another finding obtained as a result of the study was that female students were more successful than the males in terms of time planning and general time management. It was emphasized that the success of the female students in time planning also contributed their academic achievement to increase.

According to the result of a study conducted on the students of higher institutions in Nigeria in order to search the effects of the time management on the academic achievements of the students, it is stated that postponement, prioritization and planning affect the academic achievements of the students. It is also emphasized that students' acting with time awareness and their use of time efficiently cause their academic achievement to increase. As a result of the research, it is another finding that the level of effect of the time management on the academic achievement of the students does not vary in terms of the gender, and both male and female students use their time similarly (Adebayo, 2015).

When the results of another study conducted on postgraduate students in Nigeria are examined, it is seen that the academic achievements of the students are affected by time management, and it is stated that gaining the skills of using time efficiently is important for this reason. However, another finding is that the academic achievements of the students do not depend only on time management, but also their states of health affect the levels of the achievement (Nzewi, Chiekezie & Ikon, 2013).

According to the result of another research conducted on undergraduate students in Abu Dhabi in order to determine the relation between academic achievement and time management, it is found that the most of the successful students study one or two hours every day regularly, they manage their time well and they plan their daily activities. On the other hand, students' losing time while they are looking for their lost lecture notes and study materials is the leading problem that affects their academic achievement negatively. This situation is explained as students' carelessness, not being organized and that they study only for exams. Other characteristics of the students that have low academic achievement and cannot use their time efficiently are listed as that they spend more time on social network websites, use their cellphones more, listen to music and spend more time with their friends (Miqdadi, Almomani, Masharqa & Elmousel, 2014).

According to another research conducted by Al-Zoubi (2016) in order to determine the effect of the time management skills of high school students on their academic achievements,

it is stated that students who manage their time well are more successful. In addition, Kaushar (2013) emphasizes that there is a positive relation between college students' planning and managing their time and their academic performances. In his study he conducted to determine the relation between the time management of college students and their academic achievements, Khan (2015) found that successful students manage their time well

### **CONCLUSION**

It is a fact that gaining a perspective about time management and its importance contributes to the students managing their time better and staying away from time consumers to prepare themselves to the future as a member of the profession they are being trained for and to act as effective individuals. It is thought that it is important to provide students, who will begin a career, with training on time management, organize courses and seminars, create awareness to use their time well and encourage them to avoid the environments that will waste their time since a high time management skill is expected in work life. It is predicted that more efficient results will be obtained if especially specialists and academicians plays role in leading students.

Apart from that, it is believed that students should make plans for their daily activities by reviewing their habits and they should take precautions to get rid of time traps. Also, it is thought that students should choose the best time period for them during the process of being successful and studying efficiently and that their preparation of plans in this framework will contribute them to use their time efficiently.

When the effects of the concept of time, which is impossible to take back, save, purchase and relive, on both organizational and academic achievement are taken into consideration, it is clear that it is very important for individuals to gain time management skills to use time more efficiently and to become conscious about this issue. It is also believed that bigger and stronger steps will be taken at the point of using time more efficiently and solving problems encountered with the large-scale studies that will be conducted about time management

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