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Academic Staff Time Management Skills: Views from the Faculty of Education, Pamukkale University

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Abstract

In this study, we assessed views about time management skills among associates of Pamukkale University's Faculty of Education. In order to determine the views of teaching staff in the Faculty of Education with regards to time management methods, the "Time Management Inventory" as developed by Britton and Tesser (1991), translated into Turkish by Alay and Kocak (2002), and used in Erdul's (2005) thesis, has been adapted for teachers in this study by Gözel (2009). The population of this research is comprised of academic staff in the Pamukkale University Faculty of Education in the 2011-2012 academic year. In the study, 111 academic staff were selected for the research via the proportional cluster sampling method. The "Statistical Packages for Social Sciences (SPSS) for Windows 16" was used for data analysis. The reliability coefficient for all elements of the research conducted by Gozel is 0.82. Cronbach's alpha reliability coefficient for the internal consistency of the measurement tool is 0.84. This research shows that for teaching staff in the Faculty of Education, the need for time management skills is stated as "Frequently" ($\overline{X}$ =3.07). The views of academic staff on time management skills do not differ significantly based on the variables of gender, marital status, age, duration of work (service year), but do show differences based on department of education status and academic titles.

Keywords: Education Faculty, Teaching Staff, Time Management Skills, Pamukkale University.

Reference to this paper should be made as follows:

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INTRODUCTION

In our current technological age, productivity and the use of time are of central importance to most professionals today. Many complain about a lack of time and the impact and expectations of the global information and technology era. This need for more time, and the best use of existing time, is common to both the social and business realm. Despite these shared desires for more time, very few people manage to make good use of their time from day to day (Özdemir, 2006, p.1). Time is apparently one of our worst managed resources (Silahtaroğlu, 2004, p. 1).

In lexical terms, "Time is a process in which continuous events come from the past and proceed to the future" (Smith, 2007, p. 24). An individual's time cannot be bought or sold, a feature that distinguishes it from other resources (Gümüş, 2002, p. 384). Time plays a very important role in our lives, exerting great pressure on us in our studies and our work (Özçelik, 2006, pp. 38-39). For this reason, the idea of managing time well or good "time management" emerges. Time management aims to ensure the allocation of unnecessary work, increased productivity, and completely necessary work faster and better (Gözel, 2009, p. 2).

The term "time management" was not well known prior to the end of the 1970s. In the early 1980s, administrators began to see time as a resource to be managed (Jandt, 1998, p. 78). Time management is actually a form of self-management as it requires and enables us to control or manage events we experience (Güçlü, 2001, p. 89). Time management thus requires the right decision at the right time (Erkılıç, 2005, p. 124) and is one of the basic requirements of personal and professional success. The term of time management refers to the effective use of the time. As time is not manageable in the sense that it is not possible to manipulate (we cannot create more time), we must instead manage ourselves and our choices or and approach to activities.

Many are of the belief that they work better when under pressure. With this postponing of duties, however, we can never be certain of the opportunities, challenges, worries, joys and unexpected surprises might suddenly emerge (Covey, 2007, p. 80). Delaying our obligations thus prevents us from using our time effectively and efficiently (Gözel, 2009, p. 32). Saying "no" is important in effective time management, although the act of saying "no" is difficult for some. Should one be concerned that their inability to oblige be portrayed as a rejection of the asker, the asker should be rejected in a polite way. If individuals are unable to say no in their professional and/or personal lives, there is likely to be several consequences including time management problems and incomplete work.

The first condition for time management or effective use of time in education is planning. It is not possible to take time back, nor is it possible to recover it. Thus, planning is required to minimize errors and inadequacies (Durukan & Özturk, 2005). The effective time use also requires an improved awareness of time in the first place. This is often possible through the adoption of beneficial behavior patterns and methods such as keeping a schedule (Akgemci, 2003, p. 108). The time that we have is often not enough to allow us to complete all that we need to. Thus, work should be completed in a prioritized fashion (Özdemir, 2006, p. 76). Perhaps the most important rule of effective time management is completing our work on time. Uncompleted work, worked that has to be returned to and addressed after its deadline, means wasted time (Karaoğlan, 2006, p. 77)

Among the basic tasks of academic staff are education and training activities as well as the total class hours tutored per week. The time required for these tasks is generally not flexible. Academic staff must create a schedule for each teaching period that allows for the balancing of all of these responsibilities (Silahtaroğlu, 2004, p. 54). In addition to teaching undergraduate and graduate courses each year, academic staff are also strongly encouraged to perform and publish research studies. These staff, not surprisingly, have a heavy work load and often feel a great deal of pressure related to time and time management.

In recent years, there has been an increase in the number of studies on time management at education institutions. Some of this research examines the time management of students in higher education (the relation between time management skills, academic achievement and anxiety levels), the time management skills of adolescents, the job satisfaction of primary school administrators and teachers, supervision demographic factors, and views of primary school teachers on the time management skills of academic staff (Yavuz & Sünbül, 2002; Alay & Koçak, 2003; Dikmetaş & Erdem & Pirinçci, 2004; Silahtaroğlu, 2004; Bay & Gençdoğan & Tuğluk, 2005; Ağaoğlu & Kesim, 2005; Can, 2005; Erdul, 2005; Fidan & Latif & Uçkun, 2005; Aydoğan & Gündoğdu, 2006; Demirtaş & Özer, 2007; Eldeleklioğlu, 2008; İşcan, 2008; Gözel, 2009; Tektaş & Tektaş, 2010).

In *Time Management Skills of Academic Staff* conducted by Silahtaroğlu (2004), academics working in the faculties and colleges of Gaziosmanpaşa University were evaluated. This research suggests that academic staff was not very effective in using time. In addition, the number of academics responding positively to the statement "I will decline the request of others for help" is rather low. In *Perceptions of Educational Managers serving at Anatolia University on Time Management,* Ağaoğlu and Kesim (2005) sought to determine the views of educational managers working in the faculties, colleges, institutes and research centers of Anatolia University on time management. In the study, respondents expressed positive opinions of time management across all sub-dimensions. Here, there was, however, a statistically significant difference between the views of professors, associate professors and university administrators, whose term of employment was between 9 and 12 years or more than 25 years on the sub-aspects of time management. There was no difference in the views of education administrators based on the variables of gender, department and weekly classes. In Aydogan and Gundogdu's (2006) study *Leisure Activities of Female Academic Associates* the leisure time, time management and recreational activities of female faculty members were assessed. This research found that while female associates spend most of their time tending to their work or executing scientific research, their families retained a place of great importance. In Turhan's study, *Time*

Management Levels of Academic Associates in Computer Using, it was found that many instructors are not able to take advantage of using computers and so lose time performing tasks on paper.

Research Objective

Given that the instructors in the present study are responsible for providing prospective teachers with skills and information on time management, their effective use of time is of great importance. When the literature on time management is assessed, it becomes clear that studies on time management among Faculty of Education academic staff are rather limited. This study thus investigates the time management skills of academic staff at Pamukkale University's Faculty of Education. The aim of this study is to determine whether the views of academic staff vary according to the variables such as gender, age, marital status, education level, academic title and working hours. The research questions addressed in this study are thus: (1) what are the views of academic staff in the Faculty of Education on time management skills? (2) Is there any significant difference in views based on gender, age, marital status, education level, academic title, working hours and departments?

Significance of the Research

This study investigates the views of the academic staff at Pamukkale University's Faculty of Education on time management skills. The aim of this study is to determine whether these views vary based on gender, age, marital status, education level, academic title and working hours. Good time management, closely linked to satisfaction in both the business and personal realm is particularly important to Faculty of Education academic staff given the demands placed on their time. This research is particularly important in terms of recommendations for program, skill, and habit implementation that can ensure improved time management. This study thus expects to be able to show academic opportunities for using their time more effectively.

METHOD

This study used the survey method in the collection of its data. This method is aimed at describing an existing situation. With the survey method, the entire population or a group, part or sample of such are surveyed in order to reach a general judgment on the population comprised of many elements.

Population and Sample

The population for this study consists of 150 academics in Pamukkale University's Faculty of Education. From this, 111 academics were chosen through the cluster sampling method. Those who were deemed to be research assistants were not included in the study as they do not teach classes. Data on the independent variables under investigating of academics working in the Faculty of Education is shown in Table 1.

Table 1: Gender, age, marital status, education level, academic title, working time and department of participants

Variables	Category	N	%
Gender	Female	39	35.1
	Male	72	64.9
Age	31-40	54	48.6
	41-50	43	38.7
	51 and over	13	11.7
Marital Status	Married	94	84.7
	Single	17	15.3
Education Level	Bachelor's degree	7	6.3
	Master degree	23	20.7
	Doctorate	81	73.0
Academic Title	Professor	6	5.4
	Associate professor	15	13.5
	Assistant professor	56	50.5
	Teaching assistant	30	27.0
	Lecturer	4	3.6
Seniority	<1 year	1	0.9

	1-5 year	11	9.9
	6-10 year	19	17.1
	11-15 year	26	23.4
	16-20 year	35	31.5
	21 and over	18	16.2
Department	Pre-School Teaching	5	4.5
	Classroom Teaching	20	18.0
	Science Teaching	13	11.7
	Social Sciences Teaching	6	5.4
	Turkish Teaching	8	7.2
	English Teaching	4	3.6
	Arts Teaching	6	5.4
	Music Teaching	14	12.6
	Psychological Counseling and Guidance	8	7.2
	Educational Management, Planning and Economy	6	5.4
	Assessment and Evaluation	3	2.7
	Educational Programs and Teaching	5	4.5
	Computer Technologies Teaching	6	5.4
	Primary School Mathematics Teacher	3	2.7

When Table 1 is examined, it can be seen that 72 participants (64.9%) are male, 54 (48.6%) are between the ages of 31-40, 94 (84.7%) are married, 81 (73.0%) hold a Doctorate degree, 56 (50.5%) are Assistant Professors, 35 (31.5%) have 16-20 years of service, and 20 participants (18.0%) are in a classroom teaching department.

Data Collection Tool and Reliability

In assessing the perceptions of Faculty of Education academic staff of their time management skills, the "Time Management Inventory" developed by Britton and Tesser (1991) and translated into Turkish by Alay and Koçak (2002) is used. It is cited from the thesis of Erdul (2005) at which time it was named "Relation between University Students' Time Management Skills and their Levels of Concern". As the scale items were designed for university students, Erdul (2005) adapted it to teachers and conducted a pilot study with the instrument following the adaptation. Some of the sentences in the instrument have been simplified and given the similarity between answer options "sometimes" and "rarely", "rarely has been removed from the inventory. Items in the scale which originally appeared in question form have been modified into statements. Items 11, 15, 16 and 19 have been purged from the scale as their reliability was low as a result of factor analysis. Scale items were re-determined and pilot and real implementation reliability coefficients have been verified more than 23 items.

The Time Management Scale applied in this study consists of two parts. The first part gathers the personal information of the respondents and the second part consists of a four-part scale used to determine the perceptions of associates on time management skills. For each item, associates are asked to choose "always" (4), "often" (3), "sometimes" (2) or and "never" (1). Participation level ranges are found using the range ($n–1: n$) formula. The range between 1 and 4 is specified as 0.7. The limitations of participation levels for positive items on the scale are identified as 1.00–1.75 for "Never", 1.76–2.51 for "Sometimes", 2.52–3.27 for "Often" and 3.28–4.00 for "Always". The lowest score that can be obtained based on the scale is 23 and the highest possible score is 92. During the evaluation stage, negative items on the scale are reversed. High scores thus connote good results in terms of time management skills. The reliability of items in the 'Time Management Inventory' is 0.87 in the study conducted by Alay and Koçak (2002), 0.85 in the study conducted by Gözel (2009), and 0.84 in the pilot study. In this study, the Alpha Reliability Co-efficiency is identified as 0.84.

Analysis of the Data

Data obtained using the scale was then entered onto a computer. The Statistical Packages for Social Sciences (SPSS) For Windows 16 was used in the analysis of the data. The answers given to scale questions were coded in accordance with the sub-problems. Descriptive statistic techniques such as frequency, percentage, and arithmetic mean are used to analyze the data obtained. A One-sampled Kolmogorov Simirnov test was applied to assess if the dependent variable displays a normal distribution. Based on this test, the dependent variable does display a normal distribution (K-S$_{(z)}$= 0.559; p: 0.914). Parametric tests, t-tests, ANOVA, and the LSD test are also used.

FINDINGS AND REMARKS

In this section, the sub-problems identified above are addressed.

Results and Remarks Related to the First Sub-problem

The perceptions of academic staff in the Faculty of Education are at the *often* ($\overline{X}$ =3.07) level. The means for academic staff related to scale items and their perceptions on time management skills are given in Table 2.

Table 2: Descriptive statistics for time management skills

Scale Items	N	$\overline{X}$	Ss	Participation Level
23. I leave school-related chores to the last day.	111	3.43	0.66	Never*
20. On a normal school day, I spend more time on my private affairs than my school work.	111	3.41	0.59	Never*
13. I keep articles and essays related to my job for future reference if they are not needed at the moment.	111	3.41	0.75	Always
6. I schedule activities I have to do on school days (laboratory, preparation of lessons and tools, etc.).	111	3.39	0.67	Always
5. I list the work to be done on a daily basis.	111	3.35	0.68	Always
18. If I don't have any work, I find something to occupy myself.	111	3.33	0.73	Always
21. I continue time-consuming habits or activities.	111	3.32	0.60	Never*
16. I make quick decisions about petty work.	111	3.25	0.73	Frequently
12. I mark important dates (exams, assignments due, etc.) on a calendar.	111	3.22	0.82	Frequently
2. I make a series of resolutions at the beginning of a week.	111	3.14	0.70	Frequently
1. I start my day by planning my time.	111	3.14	0.74	Frequently
22. I think smoking is time-consuming.	111	3.11	1.19	Frequently
9. I try to schedule my time for time consuming work.	111	3.10	0.67	Frequently
11. I think I can achieve all my goals within the prescribed time.	111	3.03	0.69	Frequently
19. I think I am not good at planning my time.	111	3.01	0.81	Sometimes*
7. I set out explicitly what I would like to do the following week.	111	2.91	0.83	Frequently
10. I use my time efficiently.	111	2.85	0.70	Frequently
14. Even if I do not hold an exam in near future, I review all my documents.	111	2.84	0.85	Frequently
8. I determine a date to finish my work.	111	2.83	0.83	Frequently
4. I set several goals for myself every day.	111	2.83	0.86	Frequently
15. I carry my work with me to do when I have free time.	111	2.71	0.82	Frequently
3. I always find time for planning.	111	2.59	0.83	Frequently
17. I decline the requests of people so as not to prevent my school work.	111	2.47	0.81	Sometimes

Description (*): Negative items

When Table 2 is examined, it is clear that academic staff in the Faculty of Education opine on time-management *frequently* with a mean of 3.07. They do generally perceive themselves *good* in terms of time management skills and think that they manage their time well. In a study conducted by Silahtaroglu (2004), however, findings suggest that academics don't use their time well. This conflicts with the results of the present study and may perhaps be explained by the fact that Silahtaroglu examined different faculties.

Respondents showed the highest participation in the *never* level with an arithmetic mean of 3.43 to the statement "*I leave my school works to the last day*". The lowest participation in the never level was for the statement "*If necessary I refuse people's demand in order them not to prevent my school work*" with a mean of 2.47. In the study by Silahtaroğlu, academics participated in the lowest level to the statement "*I turn down people's demand for help*". This result supports the findings of the present study.

Findings and Remarks Related to the Second Sub-Problem

The *t-test* was applied to determine if the perceptions of respondents on time management skills differed based on gender. The results are shown in Table 3.

Table 3: Discrepancies in the perceptions of respondents on time management skills based on gender (T-Test)

Variables	Category	N	$\overline{X}$	Ss	T	P
Gender	Female	39	3.14	0.31	1.442	0.152
	Male	72	3.04	0.38		

* p>0.05

As shown in Table 3, the p value is bigger than 0.05 and so the perceptions of respondents on time management skills do not show any significant difference based on gender. Thus it can be said that male and female academics have similar perceptions on time management skills. This may be due to the fact that male and female academics would have the same or similar qualifications and educational backgrounds.

The *t-test* was applied to determine if the perceptions of respondents differed based on marital status. The results are shown in Table 4.

Table 4: Discrepancies in the perceptions of respondents on time management skills based on marital status (T-Test)

Variables	Category	N	$\overline{X}$	Ss	T	p
Marital Status	Married	94	3.0671	0.38	-0.362	0.718
	Single	17	3.1023	0.26		

* p>0.05

As shown in Table 4, p value is bigger than 0, 05 and so the perceptions of respondents on time management skills do not differ significantly based on marital status. Married and single male and female associates display similar time management skill perceptions. Being married or single thus does not have a positive or a negative effect on time management skills.

Analysis of variance was applied to determine whether the perceptions of respondents differ based on educational status. The results are shown in Table 5.

Table 5: Discrepancies in the perceptions of respondents on time management skills based on educational status (Analysis of Variance)

Source of Variance	Sd	KT	KO	F	P	Difference
Intergroup	2	0.882	0.441	3.408	0.037	1-3
Intragroup	108	13.981	0.129			
Total	110	14.863				

*p<0.05

(1) (2) Bachelor's Degree
(3) Ph.D.

As shown in Table 5, p value is smaller than 0, 05 and so there is a meaningful difference between medians. The *LSD test* was applied to determine in which departments the difference existed. The results are shown in Table 6.

Table 6: LSD Test results showing discrepancies in the perceptions of respondents on time management based on educational status

Educational Background	Mean Differences	Standard Error	P
Bachelor's Degree – PhD	0.30097[*]	0.14	0.036

Table 7: The arithmetic means of the group showing the discrepancy in perceptions of time management based on educational status

Variables	Category	Respondent Number (n)	$\bar{x}$	Ss
Educational Background	Bachelor's Degree	7	3.3230	0.25
	Ph.D.	81	3.0220	0.38

There is a meaningful difference between staff with a Bachelor's degree and PhD according to the LSD test results. When looking at Table 6 and Table 7, staff with a Bachelor's degree display better time management skills than staff with a PhD. degree. Perhaps this is because the PhD degree staff have a greater workload than the Bachelor's degree staff.

Analysis of variance was applied to determine if the perceptions of respondents differ in terms of age. The results are shown in Table 8.

Table 8: Discrepancies in the perceptions of respondents on time management skills based on age (Analysis of Variance)

Source of Variance	Sd	KT	KO	F	p
Intergroup	3	0.157	0.052	0.380	0.768
Intragroup	107	14.707	0.137		
Total	110	14.863			

* p>0.05

As shown in Table 8, the p value is bigger than 0.05 and so the perceptions of respondents of time management skill do not show a significant difference in terms of their age. Regardless of age, respondents are conscious of their workload and are capable of completing their work on time.

Analysis of variance was applied to determine if the perceptions of respondents differ in terms of academic title. The results are shown in Table 9.

Table 9: Discrepancies in the perceptions of respondents on time management skills based on academic title (Analysis of Variance)

Source of Variance	Sd	KT	KO	F	P	Difference
Intergroup	4	1.368	0.342	2.686	0.035	2-4
Intragroup	106	13.495	0.127			2-5
Total	110	14.863				3-5

* p<0.05

(2) Associate professor
(3) Assistant professor
(4) Teaching assistant
(5) Lecturer

As shown in Table 9, the p-value is smaller than 0, 05 and so there is a meaningful difference between medians. The *LSD test* was applied to determine in which titles there are differences. The results are shown in Table 10.

Table 10: LSD Test Range of the effects of academic title on submissions about time management skills

Academic Title	Mean of discrepancies	Standard error	P
Associate professor – Teaching assistant	-0.23768[*]	0.11	.038
Associate professor – Lecturer	-0.53696[*]	0.20	.009
Assistant professor - Lecturer	-0.44410[*]	0.18	.018

The arithmetic means of the group showing the discrepancy in perceptions of time management skills based on academic title is shown in Table 11.

Table 11: Arithmetic means of the group showing the discrepancy in the perceptions of time management skills based on academic title

Variables	Category	Respondent Number (n)	$\bar{x}$	Ss
Academic Title	Associate professor	15	2.9304	0.33
	Assistant professor	56	3.0233	0.36
	Teaching assistant	30	3.1681	0.24
	Lecturer	4	3.4674	0.25

According to LSD results, there are meaningful differences among Associate professors, Teaching assistants, Lecturers, and Assistant Professors. When Table 10 and Table 11 are taken into consideration, lecturers display better time management skills than associate professors and assistant professors. Teaching assistants are also better at time management than associate professors and assistant professors. This may be because associate and assistant professors have difficulty managing time given their work and lecture load.

Analysis of variance was applied to determine if the perceptions of respondents differ based on their years of service. The results are shown in Table 12.

Table 12: Discrepancies in the perceptions of respondents on time management skills based on years of service (Analysis of Variance)

Source of Variance	Sd	KT	KO	F	P
Intergroup	6	0.557	0.093	0.675	0.670
Intragroup	104	14.306	0.138		
Total	110	14.863			

* p>0.05

As shown in Table 12, p-value is bigger than 0, 05 and so the perceptions of respondents on time management skills do not show significant differences in terms of their service year. Whatever their service year, respondents were conscious of, and planned for, their workload.

Analysis of variance was applied to determine if the perceptions of respondents differed based on department. The results are shown in Table 13.

Table 13: Discrepancies in the perceptions of respondents on time management skills based on department (Analysis of Variance)

Source of Variance	Sd	KT	KO	F	P
Intergroup	15	1,514	0,101	0,718	0,760
Intragroup	95	13,349	0,141		
Total	110	14,863			

* p>0.05

As shown in Table 13, p-value is bigger than 0.05 and so perceptions of time management skill do not show significant differences based on department. This may be because associates' have similar workloads across departments.

CONCLUSION AND RECOMMENDATIONS

Perceptions of time management skills in this study were largely in the "frequently" ($\overline{X}$ =3.07) range. Generally, academic staff in the Faculty of Education at Pamukkale University perceived themselves to be good in terms of time management and felt that they managed their time well. Perceptions of respondents didn't differ significantly based on gender, marital status, age, serving year and department variables; but show discrepancy in terms of educational status and title. Those with a Bachelor's degree displayed better time management than those with a PhD. This is perhaps because the PhD degree staff had a larger workload. Those serving as Lecturers or Teaching Assistants appeared to be better at time management than those serving as Assistant or Associate Professors. This may be because, again, the latter have greater work and/or lecture loads. Based on these findings, the recommendations of this study are as follows:

(1) Respondents to this study marked the lowest participation to the statement "if necessary I refuse others demands so as not to prevent my school work". It is important that those working in educational faculties be able to say no so that their work is done well and on time.

(2) Lectures, seminars and panels should be organized for academic staff on time management skills which are a crucial factor in educational success.

(3) A similar study should be done in other educational faculties.

(4) This study should be conducted with a more extensive sample group.

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