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Research Article

TIME MANAGEMENT IN UNIVERSITY STUDENTS

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ABSTRACT

The objective of this research was to identify the level of time management competence in students of a Public University located in the city of Navojoa Sonora. A quantitative methodology was used with a non-experimental, cross-sectional, correlational and, comparative design to determine the level of time management competence in the students. Participants included 268 students from three educational programs 119 from the Bachelor's Degree in Early Childhood Education (LEI), 79 from the Bachelor's Degree in Economics and Finance (LEF) and, 70 from the Bachelor's Degree in Tourism Business Administration (LAET). We applied a version adapted and validated by García and Pérez (2012) of the Time Management Behavior Questionary (TMBQ) instrument. In addition the instrument collects information on some categorical variables with which models of analysis of variance were formulated to determine if they influence the level of time management. The results established that the average value of time management in students was 3.27, so it is located in the middle level (degree in training), the dimensions Time management tools and Perception of control over time are also located in this same level, given that they presented average values of 3.08 and 3.21; The dimensions Establishment of objectives and priorities and Preferences for the disorganization are located in the High level (superior) given that they presented average values of 3.42 and 3.40, respectively.

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INTRODUCTION

Being enrolled in professional degree studies implies a level of responsibility and organization (among other equally important aspects) that unfortunately not all students seem to have. From the start there are aspirants to study a professional career who do not achieve their admission by multiple reasons there are also those who once admitted present academic problems among which are under advantage, failure, lag and, in more serious cases the desertion or temporary abandonment or definitive of your professional studies. Although these problems are multifactorial and there are series of investigations that approach these problems under different approaches, we consider it pertinent to emphasize that studying (regardless of the level of studies) requires the person at the same time of certain competences and predisposition, the time

for perform it (Barrera, Donolo and Rinaudo, 2008, Durán-Aponte and Pujol, 2013).

The management or administration of time is considered as an element that allows estimating characteristics of students' academic performance (Hamui, et al, 2012) also allows the student to complete all the commitments acquired, regardless of the nature of these (Sapién, Carrera y Gutiérrez, 2015) is also considered a precondition or condition for successful academic performance (Barrera, Donolo and Rinaudo, 2008, Durán-Aponte and Pujol, 2012, Umerenkova and Flores, 2018). At present it is expected that educational institutions train competent people for professional performance in their respective fields or areas of performance (Camperos, 2008; Olvera, 2008; Durán-Aponte, 2012; Sapién, Carrera and Gutiérrez, 2015).

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Among the most requested generic competences by organizations and employer companies is the use of time in a productive way, that is, efficient and effective time management which allows workers to adapt to changing environments with a positive attitude, being tolerant to stress and stay focused on work tasks (Olvera, 2008, Durán-Aponte, 2012).

There are some recent studies on the management of time, in them alludes to terms such as time management, use of time, time management, time management, regardless of the nuances that may arise in the definitions, for purposes of this research will be considered as equivalent terms, without detriment, as was required, of the nuances or differences that may arise in each term mentioned.

Barrera, Donolo and Rinaudo (2008) developed a study where the purpose was to know the type of associations or relationships between time management and academic performance in a group of university students. 462 students participated, from first to fifth year of the National University of Rio Cuarto. Their findings highlight: there is a slight tendency to better time management of men without postponements than women, although no significant differences were found in terms of gender; they found evidence that shows a tendency towards a better completion of time in students with better performance.

Durán-Aponte (2012) conducted a correlational study to describe the time management competence of students in administrative careers, 278 students participated in this study, applied the time management questionnaire (TMBQ-1990). Among the main results, she mentioned that she found significant differences in terms of gender, although only in the dimension Management tools, where women have higher scores than men. He also found the presence of moderate time management competence, because the scores have average value depending on the scale of the instrument.

Hamui, *et al* (2012) conducted a study in which they identified significant statistical associations between the condition of being an irregular student and academic problems. A total of 3,029 students from the Faculty of Medicine of the National Autonomous University of Mexico (UNAM) prepared contingency tables and explored associations through the chi-square statistical test. They found significant statistical association between being a recuser and a) difficulty in seeking support in additional books or the internet, b) the need for advice to organize their time.

The relationship between learning styles, management of academic time and performance in university students in Venezuela were analyzed by Durán-Aponte and Pujol (2012). 410 students participated in their study; they were attending the last subjects of their study plan. They applied the CHAEA (1997) and the Spanish version of the TMBS (2008).

They found significant relationships between the dimensions of time management and learning styles, students with theoretical and reflective styles show preference for managing their time effectively, while students with pragmatic and active styles show a moderate preference for disorganization. In the field of performance relations and time management, they found that the students with high scores are associated with goal setting dimensions and management tools.

In 2013, Durán-Aponte and Pujol carried out a study in which, in addition to evaluating the psychometric characteristics of the TMBQ, they described the time management profile of recent students at the Simón Bolívar University of Venezuela. Among the main findings it is described that the participating students are mainly oriented to the perception of control and establishment of objectives, because they obtained higher means to the rest of the dimensions of time management. The lowest average was obtained in the preferences for disorganization dimension, which protects good time management.

In 2013, Durán-Aponte and Pujol conducted a study in which, in addition to evaluating the psychometric characteristics of the TMBQ they described the time management profile of recent students at the Simón Bolívar University of Venezuela. The main findings described that the participating students are mainly oriented to the perception of control and establishment of objectives because they obtained higher means to the rest of the dimensions of time management. The lowest average was obtained in the preferences for disorganization dimension, which protects good time management.

In another study, they were involving 454 third-semester students from a high school in Ciudad Juarez, Chihuahua, Mexico, time management and academic performance were analyzed. The central hypothesis was that the students of the third semester, of the afternoon shift of the high school under study, have high failure rates since they do not have an adequate time management. The results showed that students who manage their time better are able to obtain better grades. It was also found that the lower administration of time, the greater the number of failed subjects and the better time management the better number of failed subjects (Sapién, Carrera and Gutiérrez, 2015).

The relationship between time management and academic performance in university students was also study object by Umerenkova and Flores (2018), they started from the hypothesis that students with a high level of time management skills obtain better learning results. In this study, 494 first-year students from two Colombian universities participated, an adaptation to Spanish of the TMBQ was applied and they took data of the first year's academic grades in the university. The authors obtained a positive relationship between these two variables, although the association value presented discrete values.

As already described the time management as a basic competence in students, plays an important role in academic success, affecting academic indicators such as the failure, lag, and even in the expectations of completion of studies in the young boys.

Also seen that time management competence is one of the competencies that employers expect their future workers to have, given that it allows them to work under stress and stay focused on the task, and to show a positive attitude despite the changing environment. so that directly or indirectly can influence the level of job satisfaction, level of quality of work life and organizational climate in a positive way and in the work stress in a negative way.

Exposed the ideas and previous studies, the objective of the present investigation was to identify the level of competence of time management in students of a Public University located in the city of Navojoa, Sonora. This research is important, because there are no studies that describe the level of time management competence in students of that public university, so it will lay the foundations for identifying the level of competence, it will also provide basic elements or preliminary on the profile of the student in relation to this generic competence.

MATERIALS AND METHOD

A quantitative methodology was used, with a non-experimental, cross-sectional, correlational and comparative design to determine the level of time management competence in the students.

There were 268 students from three educational programs; of the Degree in Early Childhood Education (LEI) 119 students participated, of which 97.5 percent were female and 2.5 percent male; of the Bachelor of Economics and Finance (LEF), 79 students participated, where 60.8 percent were female and 39.2 percent male, the third participating educational program was the Degree in Business Administration of Tourism (LAET) with 70 students, of which 68.6 and 31.4 percent, were female and male, respectively.

In the total sample, 79.1 percent of the participants were female and 20.9 percent of the students were male. The distribution by year of study was as follows: 45.9 percent freshmen, second year 20.5 percent, 18.3 percent were third year and 15.3 percent were fourth year of study. The type of sampling was a convenience fee.

In reference to the instrument, an adapted and validated version was applied by García and Pérez (2012) of the Time Management Behavior Questionary (TMBQ) composed of 34 items, which relate the way in which students operate their learning and study time. The participants' responses show the degree to which they refer to their usual way of managing their time, with a Likert-type response scale of 5 points, where: Never = 1, Few Times = 2, Sometimes = 3, usually = 4 and Always = 5. Table 1 shows the dimensions that make up the instrument, the description, items and total items by dimension.

Table 1 Dimensions and items of the instrument

Dimension	Description of the dimension	Items	Total of items
Establishment of objectives and priorities	Involves the student's disposition to select and prioritize academic tasks to achieve their objectives.	1, 5, 7, 9, 13, 17, 21, 24, 27 y 31.	10
Time management tools	It is composed of the use of techniques associated with effective time management, such as the use of the agenda, making lists of activities to do, or verifying the tasks already done.	3, 6, 11, 14, 18, 22, 25, 28, 32, 33 y 34.	11
Preferences for disorganization (Preferences by the organization, by changing the items to positive)	Involves the way subjects organize their tasks and the degree to which they maintain their structured study environment.	2, 8, 12, 16, 20, 23, 26 y 30.	8
Perception of control over time	Includes the degree to which the subject perceives that they effectively control and manage their time.	4, 10, 15, 19 y 29.	5

Source: Own elaboration based on García and Pérez (2012); Durán-Aponte (2012); Durán-Aponte and Pujol (2013).

The instrument includes negative items, these being 2, 4, 12, 15, 16, 19, 20, 23, 26, 29 and 30, which in order to determine the level of competence the values were inverted so that, instead of to subtract from the level of competence, they will contribute, as well as the rest of the items that were written positively.

To determine the level of competence of time management, five levels of competence were determined, based on the scale of responses of the instrument, table 2 shows the levels of competence and their respective values. The analysis of results was made based on the means and their standard deviation.

Table 2 Competency levels and values

Levels (Degrees)	Values	
	Lower	Upper
Very high (Advanced)	4.20	5.00
High (Superior)	3.40	4.19
Medium (In training)	2.60	3.39
Low (Basic)	1.80	2.59
Very low (Incipient)	1.00	1.79

Source: self-made.

Although it is not the objective of the investigation, the level of validity and reliability of the instrument was determined, given its importance to report them. In relation to validity, the concurrent validity test was applied by means of contrasted groups; Reliability was determined by internal consistency using the Cronbach alpha coefficient. To perform these tests, at least 5 participants were used per item of the instrument (Argibay, 2006, Mayorca, *et al*, 2007, Campo and Oviedo, 2008 and De la Ossa, *et al*, 2009). It is convenient to specify that the aforementioned tests were formulated through the SPSS v.22 program.

The concurrent validity of the instrument was determined, by means of the test of contrasted groups, with the exception of item 2 (which did not present validity), the remaining items presented values whose bilateral asymptotic significance was less than 0.05, consequently, the remaining items are valid and the instrument itself presents an acceptable level of concurrent validity, according to Argibay (2006) the concurrent validity involves a transversal design.

Regarding reliability, reliability was determined by internal consistency, using Cronbach's alpha index, because it is considered the best-known and most widely used index (Argibay, 2006, Campo and Oviedo, 2008, Quero, 2010, Campo, 2013). globally or for the whole instrument, ie for the administration of time (the remaining 33 items, since the item 2 was eliminated, because it did not present validity), an index of 0.915 was obtained, the dimension Establishment of objectives

and priorities reports an index of 0.836, Time management tools an index of 0.860, Preferences for disorganization 0.699 and Perception of control over time 0.484; It is convenient to report the alphas for each of the dimensions of the instrument (Campo and Oviedo, 2008, Quero, 2010 and Campo, 2013;). Several authors suggest a reference value for the Cronbach

alpha index of 0.7, for social sciences (Kerlinger and Lee, 2008, Campo and Oviedo, 2008, De la Ossa *et al.*, 2009, Prieto and Delgado, 2010, Miranda, *et al.*, 2010), as we can see the dimensions of Preferences for disorganization and Perception of control over time did not obtain a value lower than the reference, however when analyzing the total correlation of the elements in both dimensions it is significant and the fact of Eliminate some or some items does not improve the alpha index obtained, therefore, it is considered that the instrument has acceptable levels of reliability for internal consistency, taking into account that a common misunderstanding is to assume that the validity and reliability are possessed or not they are owned, instead of assuming them as a matter of degree (Argibay, 2006 and Prieto and Delgado, 2010). The reliability and validity tests performed were formulated based on what was suggested by Anastasi and Urbina (2009). From the above it is concluded that the instrument measures time management and its dimensions and measures it accurately.

Additionally, the instrument collects information on some categorical variables, among which are: educational program, sex of the student, year studied, whether they are up-to-date or not in their study plan, whether they work or not, marital status and number of dependents, Using these variables, models of analysis of variance were formulated to determine if they influence the level of time management in the students, for this the econometric views 5.0 program was used, being consistent with what was proposed by Carrascal, González and Rodríguez (2001), the models were estimated using ordinary least squares, for the individual validation of the coefficients of formulated hypothesis tests using the student's t-statistic, all models and hypothesis tests were formulated using 95 percent confidence. The procedure was as follows: Authorization and collaboration was requested to the Responsible for the Educational Program, one hundred percent of the students of the groups selected by those responsible for the participating educational programs were invited to participate, to which they were asked collaboration to answer the instrument, after identification of the personnel responsible for the application, the instrument, as well as the explanation of the objective of the application of the instrument, the participation was voluntary.

RESULTS

First, a correlational analysis is presented between the time management and its dimensions, using the Pearson correlation coefficient, later the analysis of variance models are presented to identify if the categorical variables have influence on the level of management competence of the time.

Table 3 Correlation matrix of time management and its dimensions

	\bar{X}	AT	d1	d2	d3
AT. Time Management	3.27				
d1. Establishment of objectives and priorities	3.42	.811**			
d2. Time management tools	3.08	.834**	.742**		
d3. Preferences for disorganization (organization)	3.40	.170**	-.267**	-.271**	
d4. Perception of control over time	3.21	.130*	-.198**	-.261**	.540**

** The correlation is significant at the 0.01 level (2 tails).
* The correlation is significant at the 0.05 level (2 tails).

Source: self-made.

Table 3 presents the average values obtained for the administration of time and its dimensions, the average value of time management in students was 3.27, which places it slightly above the average value of the response scale, according to the level of competence is located in the middle level (in training), the dimensions Time management tools and perception of control over time are also located at this same level, given that they have average values of 3.08 and 3.21, respectively, this involves the use of the agenda, making lists of activities to do, or verifying the tasks already done, as well as the perception of the degree to which the student controls and manages his / her time, important aspects for the administration of time. The dimension Establishment of objectives and priorities is located in the High (upper) level since it presented an average value of 3.42, this is favorable given that it indicates that students select and prioritize academic tasks to achieve their objectives. Another dimension that is located in high (upper) level is that of preferences for disorganization, obtained an average value of 3.40, although in reality, when the scale is inverted to positive values (in negative items) what students prefer is the organization. Regarding the correlations, the dimensions Establishment of objectives and priorities ($r = 0.811$; $p = 0.000$) and Time management tools ($r = 0.834$; $p = 0.000$) are those that presented a high positive association with the time management, while the Preferences dimensions for disorganization ($r = 0.170$; $p = 0.005$) and Perception of control over time ($r = 0.130$; $p = 0.033$) presented a moderate positive association. Among dimensions, significant positive associations were also presented, such as the establishment of objectives and priorities and time management tools ($r = 0.742$, $p = 0.000$) and preferences for disorganization and perception of control over time ($r = 0.540$; $p = 0.000$).

It is important to mention that four negative correlations were presented, the dimension of Establishment of objectives and priorities shows a negative association with Preferences by the organization ($r = -0.267$, $p = 0.000$), also Establishment of objectives and priorities with Perception of control over time ($r = -0.198$; $p = 0.001$), something similar is presented with the Time management tools dimension that presents negative correlations with the Preferences by organization and Perception of control over time dimensions, since it presents values of ($r = -0.271$; $p = 0.000$) and ($r = -0.262$; $p = 0.000$), respectively.

The analysis of variance models (ANOVA models) are shown below, where the aim is to identify if categorical variables have an influence on time management. For each model, the coefficient, standard error and t-statistic are presented, with which hypothesis tests can be formulated to validate the coefficients individually.

Table 4 Model Time Management vs Educational Program

Dependent Variable: Time management			
Variable	Coefficient	Standard Error	t-Statistic
LEI	3.340924	0.040963	81.55966
LEF	-0.157507	0.064850	-2.428782
LAET	-0.092639	0.067309	-1.376319

Source: self-made.

Table 4 shows that the average time management value for LEI and LAET is 3.34, according to the Educational Program, this is because the LAET coefficient did not turn out to be

statistically significant, while for LEF the average administration value of time is 3.18 (3.34-0.16) since its coefficient is statistically significant.

Table 5 Model Time management vs sex

Dependent Variable: Time management			
Variable	Coefficient	Standard Error	t-Statistic
Male	3.175536	0.059931	52.98637
Female	0.119794	0.067383	1.777806

Source: self-made.

Table 5 presents the influence of sex on the time management, the coefficient for the female sex turned out not to be statistically significant, so both male and female students have an average value of 3.18.

Table 6 Model Time management vs year completed

Dependent Variable: time management			
Variable	Coefficient	Standard Error	t-Statistic
First year	3.283496	0.040616	80.84182
Second year	-0.067496	0.073068	-0.923737
Third year	-0.056353	0.076097	-0.740544
Fourth year	0.071626	0.081233	0.881740

Source: self-made.

Table 6 presents the average values of students' time management according to the year of study, in which it can be seen that the coefficients corresponding to students in their second, third or fourth year did not turn out to be statistically significant, so the coefficient of 3.28 of the students who study their first year of studies applies to all students, regardless of the year they are attending.

Table 7 Model Time management vs academic lag

Dependent Variable: Time management			
Variable	Coefficient	Standard Error	t-Statistic
No lag	3.161837	0.064027	49.38257
With lag	0.132729	0.070829	1.873942

Source: self-made.

The influence of academic backwardness (understood as the situation in which the student is not up to date in their curriculum depending on the semester they are studying, regardless of the reason: failure, partial or total drop of subjects in one or more semesters, even without taking into account the number of subjects in which it is lagging behind) are presented in table 7, in which it can be seen that the coefficient of the students who present a lag is not statistically significant, so that both students do not fall behind, as those with a lag present an average value of 3.16.

Table 8 Model Time Management vs work

Dependent Variable: Time management			
Variable	Coefficient	Standard Error	t-Statistic
Not working	3.255470	0.033495	97.19266
Working	0.045680	0.058788	0.777027

Source: self-made.

The average values of time management between students who are exclusively concentrated in their studies (Not working) and those who combine studies with work (Working) are shown in table 8, the coefficient of students who combine studies and work (working) did not turn out to be statistically significant, so, both for students who do not work and for those who do, the average value of time management is 3.25, this indicates

that the variable work does not influence the level of time management.

Table 9 Time management model vs civil status

Dependent Variable: Time management			
Variable	Coefficient	Standard Error	t-Statistic
Single	3.268427	0.028639	114.1239
Married	0.077823	0.116333	0.668962
Single father/ mother	-0.185927	0.227317	-0.817920

Source: self-made.

Marital status and its influence on time management are presented in Table 9, which shows that the marital status has no influence, given that the coefficients for Married and single Mother / Father statuses were not statistically significant, because what the average value of time management based on marital status is 3.27.

Finally, table 10 presents the influence of the dependent variable (with / without) on the time management, the coefficient corresponding to students who declared having dependents is not statistically significant, so the variable does not show influence; consequently, both students who do not have a dependent, and those who do, have an average time management value of 3.26.

Table 10 Model Time Management vs dependents

Dependent Variable: Time management			
Variable	Coefficient	Standard Error	t-Statistic
Without dependents	3.262369	0.028532	114.3427
With dependents	0.111841	0.107156	1.043725

Source: self-made.

DISCUSSION

The level of competence of time management in students is located at the middle level (in training), also at that level are the dimensions of time management tools and perception of control over time, given that they presented average values of 3.27, 3.08 and 3.21, respectively; These results are favorable given that both dimensions are important elements for time management, since it covers, on the one hand, that the student uses tools such as the agenda, lists of activities, among others, and on the other, the student's perception of what So effective is it to manage your time.

At the high (advanced) level of competence is the dimension of Establishing objectives and priorities, given that it has an average value of 3.42, which indicates that students give greater value to select and prioritize academic tasks to achieve their objectives, these results coincide with those obtained by Durán-Aponte (2012).

The dimension of Preferences for disorganization is located at a high level (upper level) because it presented an average value of 3.40, because the responses of the negative items of this dimension were inverted for purposes of calculating the average, in fact, averages high indicate preferences for organization on the part of students, this is also a favorable aspect which means that students organize their tasks and the degree to which they maintain their structured study environment, these results coincide with those of Durán-Aponte (2012) and Durán-Aponte and Pujol (2013).

The dimensions that present positive and significant correlations with time management are Establishment of objectives and priorities and Time management tools ($r = 0.811$, $p = 0.000$) and ($r = 0.834$; $p = 0.000$), respectively, which is interpreted that students give more importance and weight in their time management to select and prioritize academic tasks to achieve their objectives and use tools related to effective time management.

At the level of dimension, there are two significant positive correlations, the first between Setting objectives and priorities and Time management tools ($r = 0.742$, $p = 0.000$), this is positive since it allows that as students select and prioritize the academic tasks to achieve their objectives, will use more tools associated with effective time management and vice versa, the second is between Preferences by Organization and Perception of control over time ($r = 0.540$, $p = 0.000$) this is also a favorable aspect for the administration of time, because to a greater degree in which the student perceives that he effectively controls his time, the greater will be the way in which they will maintain their structured study environment and vice versa, these results coincide with those of Durán-Aponte (2012).

There are four moderate negative correlations (see table 3) between the dimensions of time management, a probable explanation to this situation is that the students, not having a higher level of competence, for example at a high or very high level (higher grade) or advanced) to devote a little more to some of these dimensions loses management or control over the other dimension, this allows to appreciate that students require support to strengthen their level or degree of competence in time management, especially in the dimensions of Tools of time management and perception of control over time, these results also find high similarity with those obtained by Durán-Aponte (2012).

Regarding the influence of categorical variables on time management, the following is discussed:

According to the Educational Program, LEI and LAET students do not present a statistically significant difference, so the level of time management is medium (in training). LEF students present on average a slightly lower value than LEI and LAET students. Although the difference is statistically significant, this does not cause the level or degree of time management to change, so it is also located at the intermediate level or degree in training.

The sex variable does not have an influence on the average level of time management, given that the coefficient of the female category was not statistically significant, therefore, both female and male students are located at the middle level (undergraduate level). The results obtained are contradictory to those of Barrera, Donolo and Rinaudo (2008) since they found that men have a certain predisposition to better time management than women; they are also contradictory of the results of Durán-Aponte and Pujol (2013) given that they found higher scores in time management tools in women than in men. The categorical variable year of study completed did not yield statistically significant results; therefore, the year of study completed by the student has no influence on the level of time management, both the first, second, third and fourth year students present average level of time management (degree in training). This situation shows that students as they move

forward in their curriculum do not strengthen the time management competence.

The fact that the student has an academic backlog does not have an influence on the level of time management; a priori it was expected that students with academic lag would have lower levels in time management.

Regarding the level of time management between students who work and those who are full-time students, no statistically significant evidence was found that differentiates between the two. Higher average values could be assumed for students who, in addition to meeting academic goals and objectives, have that achieve goals and fulfill job responsibilities, however this did not happen, a possible explanation to this is that perhaps the jobs that students develop do not require a level of challenge and responsibility demand a higher level of time management observed in students of exclusive dedication.

Marital status is another categorical variable that is expected that married students and single mothers / fathers can present average values of time management superior to single students, due to the higher demands they may face, however the civil status does not present statistically significant influence on the level of time management.

Finally, the categorical variable with / without dependents did not have an influence on the average level of time management; students with dependents were expected to present an average value of time management higher than students without dependents.

A probable explanation to why most of the categorical variables had no influence on the level of time management is that the student population is probably not as heterogeneous as assumed, by analyzing these variables.

In conclusion it is important to take into account that the results obtained in this study should be considered as preliminary and basic, given that they are determining the basis to determine the profile of students in relation to the competence of time management, in this public university. Due to the fact that students present a medium level or a degree in training about time management, it can be affirmed that students present a moderate orientation to time management, so it is important to strengthen the formation of this generic competence in students, especially in time management tools and perception of control over time, to seek to improve the chances of academic success, to achieve this will be indirectly impact on the job success of students once they enter the labor market, a once they finish with the curriculum.

also is important to extend the studies to deepen the validity and reliability tests of the applied instrument, as well as to extend the application of the instrument to one hundred percent of the students of the educational programs that participated in this research, as well as to include the rest of the educational programs of Bachelor and Postgraduate, as well as make applications in other universities of the city to formulate comparative studies and gain knowledge about the level and proficiency profile of time management in students.

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