

Keywords: Time management workshops, 21st century skills, time management training.

کلیدواژه‌ها: ورکشاپ‌های مدیریت زمان، کارآمدی‌های سده‌ی بیست و یکم، راه‌نمایی مدیریت زمان.

Introduction

The concept of time has been increasingly debated since the dawn of civilization. Time has been regarded as the most precious commodity by individuals from all circles (Shipp & Cole, 2015). Additionally, corporates pay attention to time management issues a lot. Accordingly, time management constitutes an indispensable place globally because it cannot be stopped, reversed, sold or bought. Realizing the importance of this topic, many companies and educational institutions organize workshops on time management periodically (Macan, 1994). Thus, they expect to raise the standards in the workplaces. The underlying reasons to organize such workshops are to set the regulations equally, monitor them closely and increase productivity. Once productivity has increased with time management workshops, the use of resources can be enhanced, and living standards can be improved considerably. Furthermore, time management has two dimensions which are self-management, inter-personal (Tsai & Liu, 2015). Self-management refers to using the time efficiently in many cases such as studying for the exam, receiving a driving license, learning a foreign language, developing a new hobby and so on. On the other hand, interpersonal time management means undertaking the responsibility to keep the promise before the scheduled time, so people can be held accountable towards each other. For instance, working on a project and submitting on time, arriving early for scheduled appointments, paying the debts on time are noble behaviors. Considering these reasons, time management skills can play an integral role in people's lives. Past studies found that university selection has little effect on student performance, since personal study habits and IQ are more essential (Khan & Yildiz, 2020). Educators and students spend a lot of time on the time-consuming process that is teaching and learning (Yildiz, 2015a). In addition, managing the time wisely can have positive implications in people's career (Majid et al., 2012). For instance, a student can attend the lessons or exams on time to increase the chance of earning a high GPA and graduating from the university on time. Additionally, teachers can cover all topics professionally if they put the time management skills into the school setting successfully. Likewise, tailors can increase the customers if they sew or mend clothes on time. In addition, managers can be

promoted more quickly if they are disciplined enough to use the time efficiently. Moreover, bus drivers can increase the salary if they arrive at the bus stations timely and gently. After that, chefs can cook more delicious food if they consider time based on the recipe. It can be stated that time management skills are essential to realize the goals in many occupations.

Unable to manage time wisely can have some negative implications in people's lives (Bartholomew, 2012). To illustrate, students can fail or graduate later if they cannot develop good time management skills. In addition, teachers can undermine their positions if they start the lessons late. Likewise, teachers can lose the respect of the students and parents if they fall behind other classes in terms of lesson plan. Moreover, pilots can be dismissed if they cannot take off or land on time. Furthermore, doctors can put the patients' lives at risk if they cannot take the initiative on time. After that, couples can have many conflicts if their habits on time management differ tremendously. Subsequently, singers can show a terrible performance if the lyrics are not in harmony with the instruments. It can be postulated that lack of time management skills can pose many problems for people from all walks of life.

A great number of tips have been compiled about having improved time-management skills. To name a few, Chaudhari (2022) set six essentials of time management including planning effectively, setting up goals, prioritizing and delegation of responsibilities. He attests that the chance to be successful in social, personal and professional life increases if people put these tips into practice. Likewise, Britton and Tesser (1991) emphasized that making a to do list before starting a new day, having realistic goals to accomplish in the short and long run, criticizing the previous day activity by activity for improvement are fundamental tips to learn how to manage the time more wisely in the following days. In the same vein, Roper (2007) identified some time management tips for students in online classes which included developing a sensible time management strategy, joining online discussions to increase retention, putting the theoretical knowledge into practice by real life experiences, asking relevant questions and making connections to learn better. He stated that

students who have developed good time management skills can have many benefits during their education. These points indicate that time-management tips can affect people's lives positively.

Literature Review

Time management has a very fundamental role in increasing efficiency and productivity. Its value has been more recognized in the modern world since the rivalry between companies and individuals has become more intense. Additionally, modern electronic devices to monitor people's behaviors by cameras and biometric attendance management systems have strengthened the importance of time management. Nowadays, people are expected to be more punctual if they want to avoid some punishments or criticism from the other parties in the conversation. There are numerous benefits of sticking to regulations on time management in workplaces, at home or in educational institutions. To name a few, Eshaghieh and Eslami (2015) state that the talent and full potential of the workers can be uncovered if they learn how to manage their time efficiently. In addition, Hashemizade (2006) attests that time management skills help all people to learn how to eliminate timewasters from their lives gradually. In other words, he contends that prioritizing the activities based on the importance can automatically reduce unimportant tasks in people's lives. In this way, students will be encouraged to improve their English skills because of the conducive environment they will have while participating in these events (Yildiz, 2015b). Subsequently, Amiri et al., (2014) propose that time management tips set by people should be tested and evaluated before they are applied, so some tips which are not practical can be eliminated in advance. Likewise, Cyril (2015) postulates that the popularity of time management skills has increased considerably in people's social, personal and professional lives because the common point is to stick to time in all settings. The given statements show that time management skills can affect the degree of life quality directly.

An increasing number of studies in different settings have indicated that time management skills have a direct influence in people's lives. To illustrate, Macan et al., (1990) investigated 165 students' perceptions at a US university which uncovered that those students who managed their time efficiently had earned better marks, had greater satisfaction at university or work and led a less stressful lifestyle. This frequently cited

work laid a foundation on increasing the studies related to time management. Subsequently, Ocaak and Boyraz (2016) conducted a study on 332 university students in Turkey which shed light on key findings. The study revealed that the students who did not develop good time-management skills were likely to procrastinate, so a negative chain reaction was pinpointed between time management and procrastination. When time management skills of participants were terrible, the level of procrastination rose dramatically. Moreover, Mac Cann (2012) examined the relationship between time management and college success on 556 students in the USA which culminated in a positive correlation. The students who commanded the time precisely outperformed in exams. The study indicated that good time management skills could foster learning and increase the rate of success. After that, Kim and Ra (2015) conducted a study on 46 Korean university students to pinpoint the factors to be a successful student. The findings revealed that time management was ranked first to be a predictor of success among the participants who were top students at their universities based on their GPA. In addition, Hafner et al., (2015) investigated the effects of time management training on 23 students' stress level at a university in Germany. The study culminated in a negative correlation between stress level and time management skills. The stress level of the students decreased as they learned how to manage their time more efficiently. Additionally, Fidalgo et al., (2020) conducted a study in Portugal, Ukraine and UAE to get students' perceptions on distance education. The study revealed that time management, motivation and learning English were major concerns of students in online learning sessions. One more notable study was conducted in China by Xu et al., (2020) on 1450 8th grade students which indicated that the students who were good at managing their time wisely had better marks in lessons and increased intrinsic motivation. Considering the positive aspects of having good time management skills in these studies, it can be posited that time management skills can play an integral role in many fields particularly in education.

Statement of the Problem and Significance of the Study

21st century skills have been classified in 3 groups which are related to learning, literacy and life skills. Learning skills cover critical thinking, creativity, collaboration and communication, while literacy skills urge the citizens to have a plethora of information regarding information,

media and technology. In a world where technology rules, commerce reigns, life moves quickly, and culture is shrinking, educators must adapt to the times Celik & Yildiz, 2017). Additionally, life skills include flexibility, leadership, initiative, productivity and social skills. It is unobvious that time management is the core element to develop such skills in this century. Although there are countless mechanisms such as tutorials, tips, applications, alarms to ensure that people stick to the time, some problems have been noticed in this regard. Accordingly, some conflicts are inevitable between both parties. Some studies have indicated that students are perplexed about time management strategies when they are exposed to many applications erratically. These studies hinted that planned activities to develop good time management skills yield better results. It can be stated that the individuals who can control their time effectively can go beyond the current level gradually and transform their lives positively. Considering the reasons mentioned above, the primary aim of this study was to examine the effects of time management workshops on Foundation English students' overall success.

Research Questions

In line with the aim of the study, following research questions were formed:

- Do time management workshops affect students' success rate in Foundation English classes?

- Do time management workshops have an influence on students' mood, stress level, motivation?

Methodology

Research Design and Instruments

The researcher preferred using a mixed methods design in this study for its proven advantages. A mixed methods design allows the researcher to combine qualitative data with quantitative ones. Additionally, a researcher does not need to rely on single instrument which can be expanded with multiple instruments according to the demand. According to Kimmons (2022), a mixed methods design approach has many benefits, including the ability to combine verbal and numerical outputs, take a more holistic approach, and analyze outcomes conceptually and analytically. In this respect, two exams, a questionnaire and an interview comprised the backbone of this study. Exams and questionnaire were collected and analyzed by SPSS 27. as a part of quantitative data, whereas the interview was held and analyzed as a part of qualitative data through MAXQDA software program. Gizzi and Radiker (2021) propose that MAXQDA is a powerful and reliable tool to fetch, categorize and analyze the transcripts in the interviews.

Research Process

There were certain stages in this study which could be explored in detail through Figure 1.

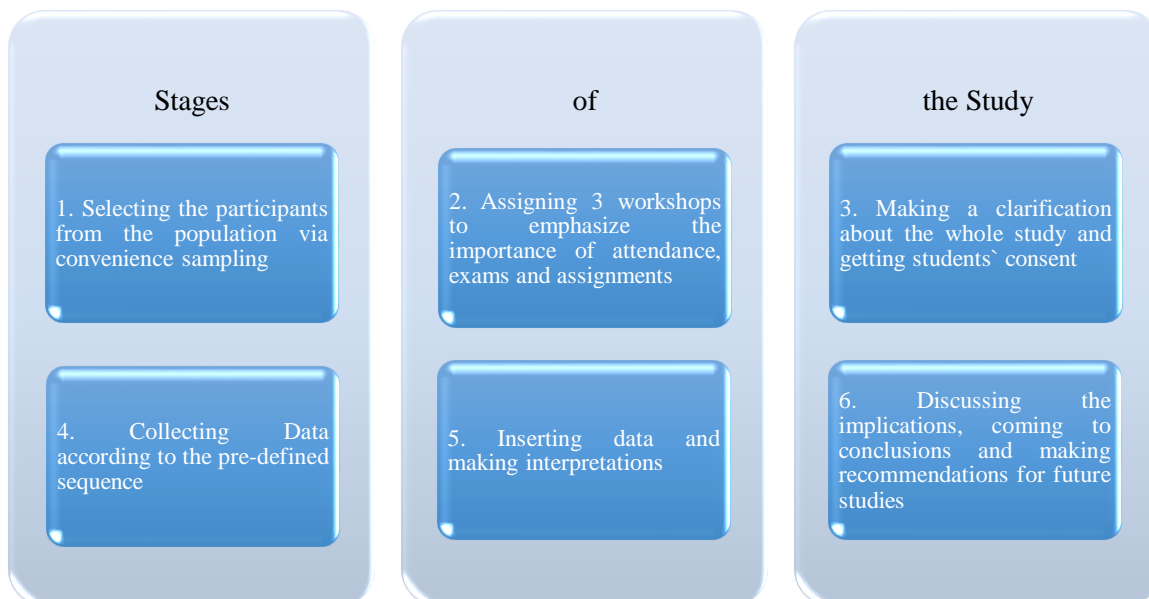


Fig 1. Stages of the Study Setting

Setting

The setting of this study was chosen TISHK International University (TIU hereafter) located in Erbil, Iraq. The university offers an English medium education to 5000 students in 29 departments according to 2022 records. The university had functioned as a hub to welcome students from different countries as using English as lingua franca makes their communication with friends and academics easier. Apart from diverse community, the university was ranked first among private universities in Iraq in 2022 in terms of publications, students' satisfaction and modern facilities offered.

Table 1.
Distribution of Participants Based on Their Departments

Department	Number	%
Dentistry	6	20
Pharmacy	9	30
Civil Engineering	3	10
Computer Engineering	9	30
Information Technology	3	10
Total	30	100

Based on the figures to represent the departments in Table 1, it was observed that pharmacy and computer engineering students were higher than

Participants and Sampling

The population of the study consisted of 250 students who took Foundation English as a prerequisite for two semesters at TIU in Erbil, Iraq, during the 2021-2022 academic year. 30 students were chosen from the population by convenience sampling method. Convenience sampling method was chosen on purpose as it allows researchers to choose the sample flexibly.

Table 1 visualized the participants' departments in detail.

dentistry, civil engineering and information technology students.

Table 2.
Demographic Distribution and Ages of the Participants

Variables	Option	F	%
Gender	Female	12	40
	Male	18	60
Age	18-19	21	70
	20-21	6	20
	22+	3	10
Total		30	100

Table 2 showed that the number of male students was higher than the female students. Subsequently, the majority of the students were either 18 or 19 years old.

The Conduct of Lessons in Foundation English Classes

Foundation English course is a non-elective technical course offered by the university in two semesters spanning the whole year. The main goal of this course is to increase students' English competency during the year, so they will not encounter problems to grasp details in their departments while taking them completely in English. The placement of Foundation English students was based on their performance in TIU

Proficiency Exam run by Language Preparatory School of the same university. The students needed to answer 60 multiple choice questions including listening, reading, grammar, vocabulary and writing sections. In addition, they were interviewed in the lecturer's offices to assess their speaking abilities. According to the results of the proficiency test, it was determined that these pupils had some prior knowledge of the English language, but it was not sufficient to figure out all topics in English, so they had to take Foundation English course to master English during the year. It was noticed previously that students' GPA increased substantially once they took Foundation English course as well as their departmental courses. Language Preparatory School of the university

offered Foundation English course with qualified academics and proven language teaching methodologies. To name a few examples, online quizzes, word games, role playing, watching movies, summarizing stories, organizing some field trips to practice English were common in classes. The instructors had various meetings for the betterment of education in Foundation English course, so engaging lessons could be the standard in Foundation English classes. Subsequently, the students' satisfaction rate was more than 85 % according to the survey taken by the student in each semester.

Data Collection Procedure

Data collection period covered a time span of 8 weeks. Data collection procedure was divided into 3 categories to allocate a certain time for each category. The first category was to organize 3 workshops on time management.

Workshops

The first workshop was about the importance of attendance. The researcher presented all workshops. The presenter emphasized the direct relationship between time management and attending the lessons regularly. Additionally, possible consequences were highlighted once they missed the lessons or turned up late. In the final phase, the presenter asked questions about the covered topics. It was noticed that students who joined all lessons answered the questions more eagerly and more accurately. It was a major milestone to show that attendance affected their performance directly.

Subsequently, second workshop was held on exams. The presenter channeled his/her energy into 2 points. The first point was about joining the exams on time, while the second one was about using the time efficiently in the exams. The presenter emphasized the importance of being punctual. Also, s/he emphasized the level of stress, anxiety, anger, disappointment if students arrive at the examination halls later than scheduled time. In the second round of the workshop, the presenter taught how to set aside a certain time for each section in the exam. The presenter also visualized some techniques to save time during the exam by employing scanning and skimming. The presenter handed out a worksheet and allowed the students to put the techniques into practice. Finally, students expressed their time management techniques which they employed during the exam as a brainstorming activity.

The presenter reserved a special workshop for assignments. S/he verbalized some tips to save time while doing the assignments. Also, s/he warned the students about the negative consequences of doing the homework in a hurry. The presenter suggested the students to plan the days and hours systematically, so final work of the students could be far better than doing in a rush. Additionally, s/he showed some applications to remind the remaining time about any given assignments. Apart from individual assignments, the presenter showed some videoconferencing tools to complete projects collaboratively. Finally, s/he displayed the rubric about the assignments. The presenter emphasized that the students could earn 100 points only if they submitted on time. Once they submitted late with a valid excuse, their marks would reduce dramatically.

Exams

The students took two exams as pre-test and post-test. The questions in the exam were chosen from Scope 1 published by Oxford. All skills were included in the exam equally. The students were in charge of studying Unit 3-5 in pre-test, while they had to study Unit 6-8 in post-test. The researcher organized some mock exams to pinpoint the problems about time management in advance, so they could take action earlier. Additionally, common mistakes were identified and explained clearly to reduce the number of mistakes in the real exam. Apart from mock exams, official worksheets of Scope 1 were utilized effectively.

The Questionnaire and The Interview

The students took a questionnaire to pinpoint whether they were in favor of time management workshops or not. Additionally, they uncovered their genuine opinions about the whole study in the interview.

The conduct of each group can be examined clearly below:

The Conduct of Lessons in Both Groups

The researcher explained the whole process in each group and showed some examples of time management booklets and workshops before dividing them into control and experimental group, so each student in the study had some opinion about the conduct of instruction regardless of being in control or experimental group. Once they were divided into two groups, the style of teaching changed according to pre-

defined plan. The students in control and experimental group received the same treatment except workshops. In other words, both groups took two exams, a questionnaire and an interview. On the other hand, the students in control group received some printed copies on time management, while the students in experimental group underwent an intensive training period through 3 workshops.

Table 3.

The Evaluation of the Whole Study Based on the Preferences of the Participants

ITEMS	Mean	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		%	f	%	f	%	f	%	f	%	f
1. Time management skills play key roles in people's lives.	4,9	90%	27	10%	3	0%	0	0%	0	0%	0
2. I used to know how to use my time efficiently.	3,2	30%	9	20%	6	10%	3	20%	6	20%	6
3. I would rather have joined time management workshops to develop than receiving some copies on time management.	4,4	50%	15	40%	12	10%	3	0%		0	
4. Receiving some copies on time management was more helpful than time management workshops.	3,0	30%	9	10%	3	10%	3	30%	9	20%	6
5. If I had a new chance to join a similar study in the future, I would be in control group to take instruction by printed copies.	2,7	20%	6	0%	0	20%	6	50%	15	10%	3
6. If a new opportunity arose in the future, I would be in experimental group to improve my time management skills with certain workshops.	4,7	70%	21	30%	9	0%	0	0%	0	0	0
7. This study was useful to raise my awareness on time management.	3,4	40%	12	0%	0	30%	9	20%	6	10%	3
8. My instructor directed the whole study flawlessly to get the highest benefit.	3,6	50%	15	0%	0	20%	6	20%	6	10%	3

The participants responded to 8 items in the questionnaire and the findings shed light on significant points to be interpreted meticulously. Item 1 indicated that students were aware of the importance of time management skills in their lives at many points. The mean score was highly significant which was 4,9. Additionally, 27 (90 %) of the students chose strongly agree, while 3 (10 %) students opted in agree. On the other hand, no student chose neutral, disagree or strongly disagree.

Findings

The findings of the study were classified within 3 groups which were questionnaire, interview and exams in a sequence.

Table 3 illustrated students' responses in the questionnaire.

According to the findings in item 2, students had some problems to manage their time efficiently. The mean score was recorded as 3,2. In addition, 9 (30 %) students chose strongly agree; 6 (20 %) students chose agree; 3 (10 %) students chose neutral; 6 (20 %) students chose disagree; 6 (20 %) students chose strongly disagree. It showed that time management was a common problem for many students previously.

Based on the findings in item 3, the students appreciated time management workshops on the

way of managing their time wisely. The mean score was 4,4 which was significant. Subsequently, 15 (50 %) students chose strongly agree and 12 (40 %) students chose agree options. However, only 3 (10 %) students chose neutral. No student chose neither disagree nor strongly disagree. It can be stated that workshops were considered encouraging by the students.

Item 4 figures showed that receiving some copies about time management was not favored by students. The mean score was only 3,0 which could not be envisioned as significant. To elaborate the figures and percentages, 9 (30 %) students chose strongly agree; 3 (10 %) students chose agree; 3 (10 %) students chose neutral; 9 (30 %) students chose disagree; 6 (20 %) students chose strongly disagree options. It can be postulated that offering only paper based copies was not enough to capture students' attention on time management.

Item 5 was formed to receive control group students' genuine opinions on future studies. The findings showed that being exposed to some copies on time management was not favored in control group. The mean score was 2,7. To elaborate the figures and percentages, 6 (20 %) students chose strongly agree; no student opted in agree. However, 6 (20 %) students chose neutral; 15 (50 %) students preferred choosing disagree; 3 (10 %) students chose strongly disagree. These figures show that printed copies were not seen as adequate to receive students' positive statements.

Item 6 was designed to get students' expressions on time management workshops and their willingness to participate in future studies. The findings revealed that workshops were regarded as engaging and motivating. To illustrate, mean score was 4,7 which was highly significant. In addition, 21 (70 %) students opted in strongly agree, while 9 (30 %) students chose agree options. However, no student chose neutral, disagree or strongly disagree options. It can be contemplated that workshops were appreciated by a large number of students.

Based on the findings in item 7 which was related to overall satisfaction of the students, it can be argued that students had conflicting views. To illustrate, the mean score was 3,4 which was less than being significant. Subsequently, 12 (40 %) students chose strongly agree, whereas no student chose agree option. On the other hand, 9 (30 %) student chose neutral; 6 (20 %) students chose disagree; 3 (10 %) students chose strongly disagree. These figures substantiate that the

satisfaction rate of the students differed tremendously in each group.

The last item in the questionnaire was related to the evaluation of the instructors which revealed that students had various opinions on the efforts of the instructors. To illustrate, the mean score was 3,6 which was not significant. 15 (50 %) students chose strongly agree whereas no student chose agree option. Additionally, 6 (20 %) students chose neutral; 6 (20 %) students chose disagree; 3 (10 %) students chose strongly disagree. These figures hinted that students evaluated the instructors based on the effects of the chosen instruction method.

Interview

Concerning the findings in the interview, collected data uncovered key points which were summarized meticulously below:

I was bad at managing my time in a sensible way prior to this study. Although I watched some videos, read some materials, they were not effective to change my time management habits. However, I developed some habits to manage my time effectively in this study. My instructor guided me in an outstanding way. S/he illustrated the importance of time management with clear examples on attendance, exams and assignments. I noticed once more that I learned better when I was instructed in different sessions. My instructor defined, explained, showed examples and allowed us to practice in these sessions. Additionally, we discussed more tips with our classmates. When I recall my memory about this study, I can see that it was an exceptional initiative to be a master of time management. (Student 3)

Time management skills play an important role in people's lives. On the other hand, I did not have a chance to be guided on time management by my teachers. I employed some strategies, but they did not work well. Additionally, my problem was about consistency. When I started learning some tips about time management, I did not keep putting them into practice for more than 2 weeks. However, this study changed my attitude towards workshops positively. I learned the importance of time management with positive and negative consequences, applied many time management tips and improved my personality collaboratively. My relationship with people around me has improved substantially recently thanks to this collaborative initiative. I wish I had joined such a mind-blowing study earlier. (Student 6)

I had some problems about being punctual previously and this problem posed many risks in my life. Although I wanted to break this habit, I could not achieve for some reasons. This study helped me to break this habit gradually. Our instructor conducted the workshops professionally. We could not stop listening to him/her even for a second. S/he also showed us some interviews of inspiring people and they were talking about how time mattered in their lives. When I watched the video of my role model, I realized that my time management skills should be flawless like him. Thus, I decided to monitor the workshops more carefully. Now everything is crystal-clear in my life about time management which should be taken seriously to achieve any goal on time. I am grateful to have joined such a great study. (Student 7)

This study helped me to break my chronic problems on time management. Although 3 sessions were held, time management session was more intriguing for me. I failed some courses previously because I had joined the lessons later than scheduled time. I had to take some courses again for this reason. Throughout the study, I learned how to employ different instruments to join the lessons on time. I tried them periodically and they worked successfully. Now I can see positive effects of it in many aspects. I am glad to have been chosen as a participant in this study. (Student 10)

One of the most major problems in my life was racing against time in the exams. Although I was brilliant in lessons, I was not as successful as expected in the exams because I did not know how to use the time efficiently. I missed examining many questions in several exams. While I was contemplating about receiving professional help from some experts, I was invited to join this study. My instructor depicted the time management concepts with relevant examples. For instance, s/he showed some questions about reading, listening, grammar and vocabulary. S/he reserved a certain time for each skill and informed us. While we were answering the questions, s/he showed us skimming and scanning reading techniques. Thus we saved a great deal of time. S/he also instructed us to allocate a certain time for each question and head to other questions rather than getting stuck in one question. Finally, I could improve my time management skills. Now I test my alertness on time management by taking some online exams. I hope any student can join such useful workshops. (Student 14)

My problem was about missing deadlines for assignments. I could not submit many assignments for this issue. I was a perfectionist, so I could not help my works editing again and again. Unfortunately, I earned ``0`` for many assignments. Once I joined this study, I was hopeless. However, my hope was restored day by day after noticing that the sessions were designed professionally. I figured out how to take action and submit on time. Additionally, my instructor persuaded me to think that assignments were opportunities to be informed my mistakes and improve my skills. My instructor also encouraged me to collaborate with my classmates. S/he told me that receiving their suggestions before submission can increase my self-confidence and help me save much time. This study was a great motivational tool for me. (Student 19)

I joined the study in the control group and received a traditional instruction on time management. My instructor just handed out some printed copies without elaborating them with some workshops. He urged us to read, figure out and change our habits positively. However, this method was not inspiring for us at all because it was not a monotonous activity. We wanted to be clarified, guided and inspired by stories, videos, games, real life examples. Unfortunately, the version of instruction was not appealing for us. I wish we had had a chance to learn collaboratively by brainstorming activities. Additionally, we could learn well when our different learning channels were triggered. Breaking the monotony in the lesson could be a real game-changer in classes. In conclusion, I was not satisfied with the type of instruction for the aforementioned reasons. (Student 25)

My instructor printed some copies on time management for us. We read them, but we could not benefit a lot. There were some reasons of this disappointment. To begin with, the given examples in the copies were not practical for us. After that, the level of the texts was beyond our understanding. We could not get the meaning of many words from the context, so we needed to look up the dictionary frequently. Additionally, we wanted to get further explanations about some issues. However, there was no link to follow and learn further. If we had had some paper based and online materials in a balanced way, we could have taken advantage of this period more. (Student 27)

This study transformed me dramatically. Having learned some time management tips, I have implemented them in my daily life which fit

perfectly. Additionally, I have no difficulty joining the lessons, completing the exams on time and submitting the assignments. I hope this study spread to all departments at my university, so they can have a chance to benefit from this fruitful activity. (Student 28)

I have realized once more that workshops can be quite helpful if familiar topics are chosen. Although the topic was familiar, the way our instructor covered was exceptional. Thus we

could take advantage of it in many ways. Our instructor combined theoretical knowledge with the practical one, so abstract topics were more concrete and feasible for us. Additionally, we could have a chance to break a chronic habit by getting help from our friends and the instructor respectively. (Student 30)

Independent samples t test analysis was illustrated in Table 4.

Table 4.
Independent Samples T Test Analysis

Variables	Groups	N	Mean	SD	t	df	Sig
Pre-test	Control	15	58	11.922			
Pre-test	Experimental	15	57.67	13.345	.072	28	.943
Pre-test	Control	15	62	12.071			
Pre-test	Experimental	15	75	9.280	-3.236	28	.003

Note. P<0.05

Independent samples t test was conducted to measure whether there was a significant difference between two groups considering variables. Once mean scores were compared, there was no significant difference in pre-test considering 0.72 p-value which was higher than 0.05 significance level. It can be stated that their levels were nearly the same at the beginning of the study. However, a significant difference was noticed when p-value was measured as .003 in post-test which was less than 0.05 significance level. Based on the gathered data, it can be attested that experimental group students who participated in workshops actively outperformed the students in the control group who received a traditional instruction with printed copies on time management. In other words, the improvement in control group was not as significant as experimental group.

Discussion

Pertaining to the analysis of the questionnaire, the study uncovered noteworthy points. To name a few examples, the majority of the students reiterated that time management has a pivotal role in people’s lives. This finding has been supported by Lerchenfeldt et al., (2021) who hinted that time management is essential, so some tips can be employed to use it efficiently. In addition, only a few students stated that they used to know how to use time wisely. Wolters and Brady (2021) proposed that students need to be trained on developing time management skills. Subsequently, many students dismissed the idea to improve their time management skills

with printed copies. They suggested the instructors to enrich medium of instruction with workshops. Khiat (2022) postulated that time management workshops are fundamental to raise the awareness of the students and help them employ realistic strategies. Afterwards, only half of the students appreciated the efforts of the instructors which indicated that the way the instructors taught had a paramount importance in education. Although instructors covered the lessons professionally, students` perceptions differed vastly. Lucas et al., (2021) put forward that enriching the traditional lessons with modern teaching strategies can increase students` satisfaction rate considerably.

Apart from the questionnaire, the interview transcripts illuminated some key points. To illustrate, some students stated that they used to try many time management tips in a futile way in the past. They put forward that systematic guidance and peer-learning supported them incessantly during the workshops as in line with Adam and Blair`s (2019) statements. In addition, some students reiterated that they had many problems in their lives once they were not punctual. This finding was supported by Clark (2018) who postulated that there may be some implications of being unpunctual in people`s lives. Subsequently, many students expressed that their life quality improved considerably once they learned how to save time and meet the expectations. Khan and Rashee (2019) stated that commanding the time precisely can transform people`s lives positively, so systematic time management trainings can be effective.

Afterwards, many students stated that integrating some videos, funny stories, movie scenes, relevant idioms, proverbs and quotations enhanced their alertness and satisfaction in the workshops. This finding was supported by Topor and Budson (2020) who stated that different elements can be used in presentations, so presentations can be more intriguing for the audience.

Students' exam results were also employed to get statistical data in this study. The findings of the exams complemented the findings in the questionnaire and the interview. The students' results differed significantly according to the group they represented. Control group students progressed to a limited extent with a traditional medium of instruction, whereas the improvement was more substantial in experimental group students who were exposed to 3-time management workshops. This finding was substantiated by Hensley et al., (2018) who stated that time management workshops can increase students' success tremendously.

Conclusion and Recommendations

This study was conducted to unearth the possible nexus between time management workshops and students' overall marks. The findings revealed that time management workshops received much attention from the students once they noticed the positive effects of them in their academic, social and personal lives. Conversely, the students highlighted once more that traditional instruction had many limitations, so traditional instruction should be transformed with proven modern methodologies. Additionally, students emphasized the importance of collaboration, brain storming, peer-learning through visual materials, games, pair-work activities. They also attested that speaking freely in the workshops increased their enthusiasm to join all workshops timely. Furthermore, students valued the importance of putting theoretical knowledge into practice during the sessions. They stated that the retention rate of the students increased once they had relevant exercises about the covered theme of the workshop. When all collected data were cross-checked, it was noticed that the collected data had no conflicts with each other. All instruments in this study supported that time management workshops can increase students' success rate considerably.

Some recommendations can be put forward for future studies. This study was conducted to examine the possible nexus between success and

time management workshops. Further studies can be conducted to examine the relationship between stress and time management. Additionally, some studies can be conducted to investigate the relationship between procrastination and time management. Furthermore, the study examined the effects of workshops without making a classification between genders. Further studies can be conducted whether the results differ based on the genders.

Bibliographic references

- Adams, R. V., & Blair, E. (2019). Impact of time management behaviors on undergraduate engineering students' performance. *Sage Open*, 9(1), 2158244018824506.
- Amiri, Z., Ghobadian, M., & Mirzaei, A. (2014). The study of time management factors and their influences on productivity. *Kuwait chapter of Arabian journal of business and management review*, 3(10), (a).
- Bartholomew, C. P. (2012). Time: an empirical analysis of law student time management deficiencies. *U. Cin. L. Rev.*, 81, 897.
- Britton, B. K., & Tesser, A. (1991). Effects of time-management practices on college grades. *Journal of educational psychology*, 83(3), 405.
- Celik, B., & Yildiz, Y. (2017). Commitment to the teaching profession. *International Journal of Social Sciences & Educational Studies*, 4(2), 93-97.
- Chaudhari, T. (2022) Time management essentials and importance. *International Journal of Commerce and Management Research*, 8(5), 6-8.
- Clark, K. R. (2018). Learning theories: behaviorism. *Radiologic technology*, 90(2), 172-175.
- Cyril, A. V. (2015). Time management and academic achievement of higher secondary students. *Journal on School Educational Technology*, 10(3), 38-43.
- Eshaghieh, A. E., & Eslami, S. (2015). The Effect of Time Management on Human Resources' Productivity Social Security Organization of Yazd. *J. Appl. Environ. Biol. Sci*, 5(11S), 69-79.
- Fidalgo, P., Thormann, J., Kulyk, O., & Lencastre, J. A. (2020). Students' perceptions on distance education: A multinational study. *International Journal of Educational Technology in Higher Education*, 17(1), 1-18.
- Gizzi, M. C., & Rädiker, S. (Eds.). (2021). *The Practice of Qualitative Data Analysis:*

- Research Examples Using MAXQDA. BoD–Books on Demand.
- Häfner, A., Stock, A., & Oberst, V. (2015). Decreasing students' stress through time management training: An intervention study. *European journal of psychology of education*, 30(1), 81-94.
- Hashemizadeh, H. (2006). Time management behaviors and job stress analysis in internal and surgery head-nurses of Oloum Pezeshki University hospitals. *Psychological Hygienic Science Journal*, 29 & 30, pp. 51-56.
- Hensley, L. C., Wolters, C. A., Won, S., & Brady, A. C. (2018). Academic probation, time management, and time use in a college success course. *Journal of College Reading and Learning*, 48(2), 105-123.
- Khan, M. J., & Rasheed, S. (2019). Moderating role of learning strategies between meta-cognitive awareness and study habits among university students. *Pakistan Journal of Psychological Research*, 34(1), 215-231.
- Khan, N. U. S., & Yildiz, Y. (2020). Impact of intangible characteristics of universities on student satisfaction. *Amazonia Investiga*, 9(26), 105-116.
- Khiat, H. (2022). Using automated time management enablers to improve self-regulated learning. *Active Learning in Higher Education*, 23(1), 3-15.
- Kim, D. I., & Ra, Y. A. (2015). What impacts success in college? Findings from the perceptions of Korean students. *College Student Journal*, 49(1), 161-168.
- Kimmons, R. (2022). Mixed Methods: How does one go about doing good mixed methods research? In R. Kimmons (Ed.), *Education Research*. BYU Open Textbook Network. https://open.byu.edu/education_research/mixed_methods
- Lerchenfeldt, S., Attardi, S. M., Pratt, R. L., Sawarynski, K. E., & Taylor, T. A. (2021). Twelve tips for interfacing with the new generation of medical students: iGen. *Medical Teacher*, 43(11), 1249-1254.
- Lucas, M., Bem-Haja, P., Siddiq, F., Moreira, A., & Redecker, C. (2021). The relation between in-service teachers' digital competence and personal and contextual factors: What matters most?. *Computers & Education*, 160, 104052.
- Macan, T. H., Shahani, C., Dipboye, R. L., & Phillips, A. P. (1990). College students' time management: Correlations with academic performance and stress. *Journal of educational psychology*, 82(4), 760.
- Macan, T. H. (1994). Time management: Test of a process model. *Journal of applied psychology*, 79(3), 381.
- MacCann, C., Fogarty, G. J., & Roberts, R. D. (2012). Strategies for success in education: Time management is more important for part-time than full-time community college students. *Learning and Individual Differences*, 22(5), 618-623.
- Majid, S., Liming, Z., Tong, S., & Raihana, S. (2012). Importance of soft skills for education and career success. *International Journal for Cross-Disciplinary Subjects in Education*, 2(2), 1037-1042.
- Ocak, G., & Boyraz, S. (2016). Examination of the Relation between Academic Procrastination and Time Management Skills of Undergraduate Students in Terms of Some Variables. *Journal of education and training studies*, 4(5), 76-84.
- Roper, A. R. (2007). How students develop online learning skills. *Educause Quarterly*, 30(1), 62.
- Shipp, A. J., & Cole, M. S. (2015). Time in individual-level organizational studies: What is it, how is it used, and why isn't it exploited more often?. *Annu. Rev. Organ. Psychol. Organ. Behav.*, 2(1), 237-260.
- Topor, D. R., & Budson, A. E. (2020). Twelve tips to present an effective webinar. *Medical teacher*, 42(11), 1216-1220.
- Tsai, H. C., & Liu, S. H. (2015). Relationships between time-management skills, Facebook interpersonal skills and academic achievement among junior high school students. *Social Psychology of Education*, 18(3), 503-516.
- Wolters, C. A., & Brady, A. C. (2021). College students' time management: A self-regulated learning perspective. *Educational Psychology Review*, 33(4), 1319-1351.
- Xu, J., Du, J., Wang, C., Liu, F., Huang, B., Zhang, M., & Xie, J. (2020). Intrinsic motivation, favorability, time management, and achievement: A cross-lagged panel analysis. *Learning and Motivation*, 72, 101677.
- Yildiz, Y. (2015a). The key to success in English learning can be involvement in extra curricular. *International Journal of Thesis Projects and Dissertations*, 3(3), 24-28.
- Yildiz, Y. (2015b). Time spent in target language-oriented extracurricular activities and foreign language students' satisfaction. In 5th International Research Conference on Education, 478-482.