



# An Empirical Study on Time Management of Vocational College Students—A Case Study of Hainan College of Economics and Business

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**Abstract.** With the development of society, our country pays more and more attention to higher vocational education. In order to make higher vocational college students use their time reasonably, this paper studies the current situation of China's higher vocational education and the time management of higher vocational college students, and determines the research method by combining with preliminary interviews and observations. A questionnaire survey is conducted among 1017 students in Hainan College of Economics and Business. The software is used for statistical analysis and comparison, and the reliability, validity and influence are analyzed. The results are analyzed to determine the management methods, such as providing time management guidance for students, introducing students' learning interest in teaching reform, increasing the opening time of training room, and strengthening the development of sports activities, so as to make higher vocational college students better learn theoretical knowledge and skills to adapt to the needs of society.

**Keywords:** Higher Vocational College Students · Time Management · Investigation and Analysis · Management Measures

## 1 Introduction

With social and economic development, China currently needs a large number of highly skilled professionals. There are more than 1,400 vocational colleges in our country, with nearly 10 million college students. At present, the talent training in higher vocational education in our country cannot fully meet the needs of the society. Most students' time is wasted on entertainment such as mobile games and mobile novels, and not much time is spent on theoretical knowledge learning and skill training, which makes higher vocational college students lack of theoretical knowledge and skill operation after graduation. How to make higher vocational college students use their time rationally,

improve their knowledge and skills, and better adapt to the needs of social jobs, is the purpose of this article.

## 2 The Current Situation of Higher Vocational Education in China

In the late 1970s, higher vocational education in China began to recruit students and trained a large number of technical, skilled and managerial personnel for the national production line. However, with the rapid development of China's economy, China's higher vocational education has not been reformed in time to meet the needs of society.

At present, China's higher vocational colleges are mainly based on theoretical teaching, and cannot be prominent in practical skills. The purpose of running the school fails to fully integrate professionalism and skill spirit, and fails to integrate with the characteristics of the industry. Most of the teachers are graduates of research or comprehensive universities, and they have little or no working experience in the front line of enterprises. Therefore, the teaching objectives, tasks and plans formulated in the teaching process cannot achieve good results.

College students in higher vocational colleges have the characteristics of poor self-time management, insufficient self-discipline, weak self-learning motivation, love hands-on operation, and hate theoretical memory. Therefore, school management and restraint guidance are needed to improve the learning effect.

## 3 Research Status of Time Management

In 1990, Therese Hoff Macan and others assessed 165 students' time management behavior and attitude, stress, self-awareness of achievement and GPA through questionnaires. This research revealed two main findings. The Time Management Behavior Scale is composed of 4 relatively independent factors and the most predictive is the perceived time control. Students who feel that their time is under control have higher evaluations of their performance, higher work and life satisfaction, less role ambiguity, and less role overload; it also shows that the dynamics of time management are more complicated than before [6]. It can be seen that with the development of society, the dynamics of time management will become more complicated, and the influencing factors will also change.

R Misra and M McKean (2000) investigated the relationship between academic stress, anxiety, time management and leisure satisfaction of 249 college students. Time management behavior has a greater buffer effect on academic pressure than leisure satisfaction activities. There are significant gender differences between all measures. Women have more effective time management behaviors than men, but they also experience higher academic pressure and anxiety. Men benefit more from leisure activities than women. Freshmen and sophomores respond to stress higher than juniors and seniors. In multivariate analysis, anxiety, time management and leisure satisfaction are all predictors of academic stress. Reducing anxiety and time management combined with leisure activities may be an effective strategy to reduce the academic pressure of college students [5]. Leisure activities are a better way for students to relax, but excessive use of mobile phone online games, videos, etc. will seriously take up study time and reduce

the level of knowledge mastery of college students, especially college students in higher vocational colleges.

HEFER BEMBENUTTY (2009) found investigated the relationship between academic delay, self-efficacy beliefs, and time management of undergraduates who participated in the summer immersion program. This study also examined whether the relationship between self-efficacy and time management is regulated by self-delayed gratification. Analysis shows that self-efficacy is directly related to time management, because delayed gratification can partially adjust this effect [2]. Mainly study the relationship between the three, self-efficacy and time management can improve academic performance.

Elliot Panek (2014) found that new media provides college students with an unprecedented way to spend their free time. Surveys have shown that users are aware that excessive use of casual media is due to lack of self-control, especially the two closest media experiences (social networking sites [SNS] and online videos). Among them, only online video viewing is associated with less time spent on schoolwork. Although this study is relevant and therefore causal cannot be determined, the evidence suggests that the interaction between the high-choice media environment and user self-control may be the reason for the decline of college students' learning ability [1]. College students spend a lot of time watching Tictok and Tencent videos, watching live football matches, and playing online games on their mobile phones. Even many college students with poor self-time management do not listen to the teacher's knowledge to play mobile entertainment during class, and play mobile entertainment at night without sleeping during rest time, which seriously affects their health and academic performance.

Muhammad Harith othman and others (2020) published an article mentioning that vocational graduates need to master all the skills that employers need and to better prepare for employment challenges and competition, because good human capital is a labor force with both academic skills and work skills. This research examines the relationship between the time management level of the students in the on-the-job training vocational college and their academic performance. One of the work skills tested in this research is to build through time management, including project planning, proposal acceptance, analysis, and problem solving. The survey results show that the overall level of students' time management is relatively high. The research results also show that the level of time management in the professional period has no relationship with students' academic performance [5]. Based on the above research, the level of self-time management of college students in the study is relatively high, so it has nothing to do with the student's academic performance. However, if college students' self-time management level is relatively low, will it affect their academic performance? College students waste sleep and study time on mobile games, watching videos, and no time to study, how can they have good grades and skills?

Yuan Xiang and Niu Kuihuan (2017), under the guidance of the dual coupling and philosophy of time management and learning behavior theory, used the students of Shanghai Y University who took the "College Student Time Management" course in the second half of 2016 as a survey sample to conduct empirical exploration. The results show that, through course learning and time management guidance and behavior design, students have significantly improved the three subscales of time management, time value, time

monitoring, and time efficacy. Colleges and universities should develop college students' time management skills in four aspects: improving the awareness of time management, learning behavior norms, strengthening time management skills guidance and training, strengthening the self-regulation ability of learning behavior, and strengthening the education and guidance of learning behavior design [8]. Therefore, it can be seen that the strength of college students' time management ability directly affects the learning effectiveness, and the level of learning effectiveness is positively correlated with the pros and cons of study habits. However, this article is mainly aimed at college students taking the course of "College Student Time Management" To enhance the sense of time efficiency, etc., the popularization of college students' time management and school management response is mainly enhanced by elective courses, and no better management methods have been proposed.

Based on the survey data of 1190 college students from 39 colleges and universities, Yi Quan Yong and others show that the daily behavior time of college students is characterized by the expansion of the dominance of leisure time, the enhancement of short-term self-interest, the blurring of College Students' identity and fragmentation. In addition, through in-depth interviews and online format observations with 10 college students, it is found that the diversification of individual internal needs of college students, the expansion of social entertainment time and space in the media age, the loosening of school management, and the infiltration of bad social thoughts have been the main factors that led to the above-mentioned situation of college students. Colleges and universities can help students recognize their identity and improve their awareness and ability in daily time management by enhancing students' internal needs, improving management quality, creating a good network environment, and launching ideological and political education [7]. This article is mainly carried out through the combination of quantitative research and qualitative research, mainly through the interview method of qualitative research for detailed investigation and research, put forward some school management methods, but which are still need to be more effective, feasible and perfect.

Through literature research and actual investigation and research, we found that most of the research was carried out for undergraduate students. The time management research for vocational students is insufficient, and the self-management ability and time management ability of vocational students are not well understood. In order to better improve the theoretical level and skill operation level of higher vocational students, so it is of great significance to carry out the research of this article.

## 4 Research Methods

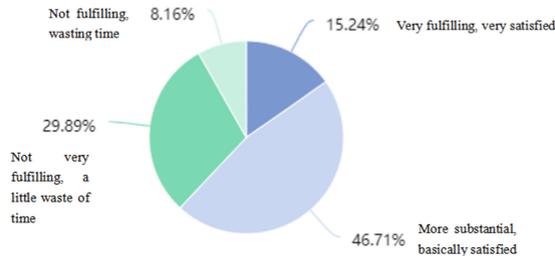
Hainan College of Economics and Business is a state-owned public university that mainly cultivates high-quality technical skills in economics and trade. It is a high-level vocational school with Chinese characteristics, a national backbone vocational college, and a national high-quality vocational college with 12,000 students. By using the convenient sampling method, 1200 college students from Hainan Vocational and Technical College of economics and trade were selected as the research objects. A total of 1200 questionnaires were distributed, 1086 were recovered, 69 invalid questionnaires were eliminated, and 1017 valid questionnaires were obtained. There was no missing value. The distribution of basic information of the subjects is shown in Table 1.

**Table 1.** Basic information statistics of questionnaire survey objects

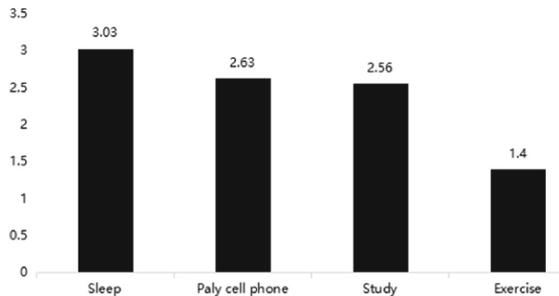
| Variable            | Category     | Frequency | Percentage |
|---------------------|--------------|-----------|------------|
| Gender              | Male         | 436       | 42.87%     |
|                     | Female       | 581       | 57.13%     |
| Specialized subject | Liberal arts | 510       | 50.15%     |
|                     | Science      | 507       | 49.85%     |
| Grade               | Freshman     | 683       | 67.16%     |
|                     | Sophomore    | 223       | 21.93%     |
|                     | Junior       | 111       | 10.91%     |
| Home location       | Town         | 371       | 36.48%     |
|                     | Countryside  | 646       | 63.52%     |
| Only child or not   | Yes          | 165       | 16.22%     |
|                     | No           | 852       | 83.78%     |

**Table 2.** Basic information statistics of questionnaire survey objects

| Variable   | Category                         | Frequency | Percentage |
|--|----------------------------------|-----------|------------|
| Do you have time management?                               | Always                           | 100       | 9.83%      |
|  | Often                            | 271       | 26.65%     |
|  | Occasionally                     | 578       | 56.83%     |
|  | Never                            | 68        | 6.69%      |
| How much time do you study every day?                      | More than 8 h                    | 120       | 11.8%      |
|  | 5–8 h                            | 252       | 24.78%     |
|  | 3–5 h                            | 348       | 34.22%     |
|  | Less than 3 h                    | 297       | 29.2%      |
| How much time do you spend on your mobile phone every day? | More than 8 h                    | 171       | 16.81%     |
|  | 5–8 h                            | 291       | 28.61%     |
|  | 3–5 h                            | 405       | 39.82%     |
|  | Less than 3 h                    | 150       | 14.75%     |
| How much time do you sleep every day?                      | More than 8 h                    | 284       | 27.93%     |
|  | 5–8 h                            | 693       | 68.14%     |
|  | Less than 5 h                    | 40        | 3.93%      |
| Do you exercise every day?                                 | Yes                              | 399       | 39.23%     |
|  | No                               | 618       | 60.77%     |
| Do you plan for the next day every night?                  | Plan in writing                  | 137       | 13.47%     |
|  | Make plans by heart and by mouth | 663       | 65.19%     |
|  | Don't think about it             | 217       | 21.34%     |



**Fig. 1.** Satisfaction degree of survey respondents with current time planning arrangements



**Fig. 2.** The main time usage ranking of the questionnaire subjects

According to the students’ Interview Survey and time utilization, the basic situation of time allocation is worked out. The basic situation of time allocation of the questionnaire objects is shown in Table 2. The satisfaction degree of the current time planning arrangement is shown in Fig. 1, and the main time use order is shown in Fig. 2.

Using the “Adolescent Time Management Propensity Scale” compiled by the Chinese scholar Huang Tingxi [3], it includes three dimensions: sense of time value, sense of time monitoring, and sense of time efficacy. Five points are used for scoring: completely non-conforming, relatively non-conforming, general, relatively conforming, and completely conforming.

In this study, the Chinese version of SPSS23 statistical software was used to perform statistical analysis on the data from mobile phones on the computer.

## 5 Results and Discussion

Through the calculation results, the reliability of the Alpha of the scale is 0.986, the validity of KMO and Bartlett test is 0.983, and the reliability and validity are very good. The differences are compared in Tables 3, 4, 5 and 6.

Through data analysis and processing, it can be found that the time management of boys is slightly worse than that of girls, and the time management of science students is better than that of liberal arts students. The order of time management for the three grades is: junior > sophomore > freshman, total Time management is higher than what is often, occasionally, and never before. Students who study for a long time have high

**Table 3.** Average value of time management tendency factor of survey subjects

| Project | Average value | Standard deviation |
|---------|---------------|--------------------|
| T1      | 4.04          | 1.157              |
| T2      | 3.05          | 1.16               |
| T3      | 3.92          | 1.14               |
| T4      | 3.17          | 1.129              |
| T5      | 3.7           | 1.06               |
| T6      | 3.72          | 1.151              |
| T7      | 3.75          | 1.082              |
| T8      | 3.58          | 1.062              |
| T9      | 2.61          | 1.3                |
| T10     | 3.16          | 1.103              |
| T11     | 3.65          | 1.122              |
| T12     | 3.32          | 1.09               |
| T13     | 3.48          | 1.042              |
| T14     | 3.46          | 1.032              |
| T15     | 3.41          | 1.058              |
| T16     | 3.85          | 1.059              |
| T17     | 3.5           | 1.042              |
| T18     | 3.78          | 1.005              |
| T19     | 3.65          | 1.033              |
| T20     | 3.55          | 1.006              |
| T21     | 3.65          | 1.001              |
| T22     | 3.72          | 1.014              |
| T23     | 3.52          | 0.984              |
| T24     | 3.49          | 0.989              |
| T25     | 3.39          | 1.019              |
| T26     | 3.45          | 1.011              |
| T27     | 3.48          | 1.026              |
| T28     | 3.72          | 1.016              |
| T29     | 3.74          | 1.02               |
| T30     | 3.34          | 1.022              |
| T31     | 3.86          | 1.042              |
| T32     | 3.66          | 1.008              |

*(continued)*

**Table 3.** (continued)

| Project     | Average value | Standard deviation |
|-------------|---------------|--------------------|
| T33         | 3.68          | 1.002              |
| T34         | 3.73          | 1                  |
| T35         | 3.54          | 0.984              |
| T36         | 3.6           | 0.994              |
| T37         | 3.52          | 0.972              |
| T38         | 3.4           | 1.028              |
| T39         | 3.71          | 1.007              |
| T40         | 3.71          | 0.994              |
| T41         | 3.28          | 1.083              |
| T42         | 3.52          | 0.985              |
| T43         | 3.47          | 1.022              |
| T44         | 3.55          | 0.991              |
| Total score | 156.08        | 36.377             |

**Table 4.** Comparison of Time Management of College Students of Different Genders

| Category | Number of cases | Average value  | t     | P     |
|----------|-----------------|----------------|-------|-------|
| Male     | 422             | 158.13 ± 41.16 | 1.532 | 0.128 |
| Female   | 569             | 154.57 ± 32.33 |       |       |

**Table 5.** Comparison of time management of college students in different majors

| Category     | Number of cases | Average value  | t     | P     |
|--------------|-----------------|----------------|-------|-------|
| Liberal arts | 422             | 154.97 ± 36.04 | 0.981 | 0.327 |
| Science      | 569             | 157.24 ± 36.73 |       |       |

time management efficiency, and students who spend a long time on mobile phones have poor time management efficiency. The average time management of higher vocational college students is lower than that of undergraduate college students.

Vocational college students prefer to play with mobile phones. Only 14.75% of them spend less than 3 h a day on mobile phones, and 16.81% of them spend more than 8 h. Therefore, playing mobile phones takes up a lot of time for vocational college students. Only 39.23% of students go to exercise every day, higher vocational college students should strengthen physical exercise, vocational students need a strong body.

**Table 6.** The Comparison of Time Management of Higher Vocational College Students in Different Grades

| Category  | Number of cases | Average value  | t     | P     |
|-----------|-----------------|----------------|-------|-------|
| Freshman  | 683             | 156.81 ± 35.94 | 0.463 | 0.629 |
| Sophomore | 223             | 155.01 ± 35.59 |       |       |
| Junior    | 111             | 153.08 ± 36.38 |       |       |

Most vocational college students do not perform time management. Urban or rural students, whether they are the only child, have little effect on their own time management.

Boys themselves prefer to play, and their self-discipline will be worse than that of girls, so boys' time management concepts are worse than girls' time management; science students' senses in mathematics and physics are better than liberal arts students. Management will be better than liberal arts students; students who always do time management prefer to study and spend less time on mobile phones.

The main time ranking of vocational college students is first for sleeping, second for playing mobile phones, third for learning, and fourth for exercising. According to data analysis, it can be seen that vocational college students are in time management It is not ideal. The time spent on studying is not much spent on studying. Therefore, the management of higher vocational colleges should guide students to spend most of their time on studying and exercising, instead of wasting on mobile phones.

27.93% of vocational college students sleep for a long time, and 3.93% sleep for too little. These students are the focus of school management and guidance. Insufficient sleep can seriously affect their health and deserves the attention of school counselors.

## 6 Management Strategy

The time management concepts and abilities of college students in vocational colleges are lower than those of undergraduate college students, so higher vocational colleges must improve management requirements in terms of teaching system and student management.

To improve college students' awareness of time management and learning behavior planning, and to improve students' ability of time management by carrying out time management education courses. We can carry out some related lecture activities to educate and guide students or set up a certain classroom credit system to improve their awareness and rational cognition of time management optimization and learning behavior norms.

In the teaching management of higher vocational colleges, students should be strictly required, and the rational management system is an important way to train talents in colleges and universities. It is necessary to strictly observe the examination discipline and assessment process, adopt the mode of off-campus assessment or centralized assessment, and change the lazy and disorderly state of students' daily time management through strict assessment methods, so as to improve students' ability to study hard.

In terms of student self-management, the school should provide students with sufficient self-study room and fitness training place, improve the quality service of the

library, open the training room, open the museum and other meeting places of the school at ordinary times, so that students can go off the network and get out of the dormitory, and have certain space and time to develop their interests and hobbies, to improve their spiritual world.

Building on-campus enterprises and allowing enterprises to enter campuses can enable higher vocational college students to improve their practical skills, strengthen theoretical memory, and better adapt to social requirements through internships in school-run enterprises. Through work-study programs, college students can not only practice in the enterprise, but also learn knowledge and skills, and can also get a certain amount of compensation.

Organizations such as the Student Union should actively carry out various effective activities to give full play to their role. The teachers and students of the school can also get physical exercises in participating in various activities to maintain a better state. Combining the students' majors to carry out professional knowledge competitions, operation competitions and other competitions, so that a good atmosphere of competition is flooded in the campus, and students are also willing to put down their mobile phones to participate.

Schools should vigorously support teaching reform, encourage teachers to participate in learning and training, improve teachers' teaching level and ability, make boring classroom into interesting and useful classroom, so that the students are willing to actively participate in learning, integrate into the classroom.

Only by changing students' enthusiasm and interest in learning and skills, can students put aside their mobile phones, reduce the time wasted in games, and fully use their time in learning and exercise, so as to become highly skilled talents.

**Acknowledgment.** The research of this project was funded by the Teaching Reform Project (Project Number: hnjg2020-137) of the Hainan Provincial Department of Education. Thanks to the Hainan Provincial Department of Education and Hainan College of Economics and Business, and thanks to the student management teachers of the secondary colleges of Hainan College of Economics and Business, who provided a lot of help for the questionnaire survey, and thank the colleagues from the International Education Institute and College of Mechatronics and Automotive Engineering for their participation in research and interviews.

Hainan Higher Education and teaching reform research funding project (Project No. hnjg2020-137).

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