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Parallel programming:a model for time management, improving the academic achievement

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Abstract

The married women who educate simultaneously,are faced to many challenges for managing their time.Since they have multiple and even conflicting roles, their academic achievement or their family life may be at risk.Whether parallel planning:a total time management model made by authors,can improve their academic achievement or not?A model which tries firstly to improve some skills about and secondly put together all important tasks .The main goal of this study was determining the effectiveness of instructing and employing this model in academic achievement in the case of married women.For doing so,a single case has been selected,multiple baseline(across subjects) design.The sample included 5,married female subjects who were selected in a purposive sampling way among Payame Noor University 2013 students.The cases average age was 24.2 years.Each subject had atleast 11 instructional,practical and monitoring sessions during 18 weeks. Study had two phases of baseline and treatment(instruction).Subjects entered in instruction respectively in 4th,5th,6th,7th&8th session.In each session ,each subject responded to totally 18 shortanswer exams(with 20 questions) based on her thermic lesson design, along baseline and instruction phase.The scores reported in a 100point scale and finally graphs and visual analysis prepared on the basis of data. Comparison of the scores of baseline and instruction phase,demonstrated a clear improvement in each subjects' scores.Based on findings Parallel programming instruction was effective on academic achievement.

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Keywords:Parallel Programming,Time Management,Academic Achievement,Multiple Baseline Design.

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1. Introduction

Academic achievement or academic performance can be defined as the outcome of education or the extent to which a student,teacher or institution has achieved their educational goals.Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are the most important.But the most important is the urge to improving the academic achievement as a main goal of education and educational programs.However many variants have been identified in this case,there is no final answer to the problem of education. The importance of academic achievement in one hand and the importance of time management ,especially in modern life,results in forming the idea of this study.

(Mackenzie,1972;Mccay,1959) believe that , the interest in Time management is not a new subject.There is no unique definition of time management ,it can be defined as , the analysis of how hours are spent and the prioritization of tasks in order to maximize personal efficiency .The other definition can be a particular form of self-management—that is, a conscious form of self-regulation (Kuhl& Fuhrmann,1998 ,cited in Claessens, Roe, &Rutte(2009)).
The problem of managing time was already discussed in the 1950s&1960sand several authors proposed methods on how to handle time issues buton the job (e.g., Drucker 1967; Lakein, 1974; MacKenzie, 1954;McCay, 1959).

'Despite the popularity of time management, relatively little scientific research has focused on the way in which people manage their time and on the processes involved.During the last two decades, therehas been a growing recognition of the importance of time in the organizational literature. According to Orlikowsky and Yates (2002), the temporal dimension of work has become more important because of expanding global competition and increased demands for immediate availability of products and services. Garhammer (2002) pointed at the increased pace of life which displays by doing things faster (acceleration), contracting time expenditure (e.g., eat faster, sleep less), and compressing actions (making a phone call while having lunch). Several studies acknowledged experienced time pressure among employees (e.g., Jackson & Martin, 1996; Major, Klein, &Ehrhart, 2002; Teuchmann, Totterdell, & Parker, 1999). The increasing salience of time is reflected in theoretical as well as practical publications. A number of authors discussed the need for better incorporating time in theoretical models and research designs (e.g., Ancona, Goodman, Lawrence, &Tushman, 2001; George & Jones, 2000; Wright, 2002). Others focused on the ways in which people in organizations manage their time, and on ways in which their efforts can be improved (e.g., Macan, 1994)'(cited in Claessens,2004).

It seems that many studies have concentrated on time management in work,market and related subjects but a little one on educational subjects.Whereas planning is known as a metacognitive of study and learningstrategy ineducational contexts,it has not been acknowledged time planning and management in these contexts. The numerable literature about is summarized below.

Claessens(2004)demonstrated ,time managementbehaviors were generally found to have a positive effect on perceived control of time, job satisfaction, stress reduction, job or academic performance, and health, although results were sometimes contradictory.
Some evidence for individual differences in time management was found. Time management training has been shown to enhance time management skills.Britton&Tesser(1991) report time management practices may influence college achievement,they tested the hypothesis that college grade point average(GPA)would be predicted by time-management practices.Macan,Shahani,Dipboy,Phillips(1990) reports students who perceived control of time showed significantly greater evaluations of their performance,greater work and life satisfaction,less role ambiguity,less role overlap,and fewer job-induced and somatic tensions.(K.J.Swick1987 cited in Macan et al(1990) p.1)believes that many college students may find the academic experience very