

Video: Above Average Presentation (8:32):

(0:00):

Hello everybody, today I'm going to present a study on the time management of college students.

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I'll discuss gender and other factors such as work that affect how students spend their time. My topics are organized as follows.

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The purpose of the study was to understand how college students to spend their time in order to create a better work study balance.

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The initial hypothesis is that working students spend less time studying and that there are differences in the amount of time males and females spend time studying.

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A study conducted in 2000 found that students spend an average of 40 hours per week on schoolwork. However, a 2011 study of civil engineering students found that these students nearly spend 3-4 hours of studying per week outside of their classes. Another 2011 study on How college student spend their time in general reported that men spend 80 minutes per day on leisure and sports than women.

(1:33):

We analyzed data collected from 266 undergraduate students. 138 males and 128 females from the University of Texas at San Antonio in the fall of 2012. These students recorded estimates of number of hours spent in a day for 4 categories: work, sleep, study/attend class, and other. This data was processed using MATLAB.

(2:05):

Our analysis shows that average time spent on each of the four activities was similar for men and women. The largest difference occurred in the other category. Men spent 0.4 more hours in that category than women.

(2:32):

Further analysis of these measure show a large variety in work average. Some students do not work and some students work 7 or more hours. However, sleep time show less variation with most students getting between 5 to 9 hours of sleep.

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A comparison of variability by gender shows the variability is consistent across genders.

(3:10):

We then compare the time management of working and non-working students. Students who work more than 5 hours spend less time on studying and other activities. They also get 1 hour less sleep on average then students who don't work.

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The overall statistics summarized in the top data confirm that the work category has the most significant variation and the sleep category is least variable. As shown in the bottom table, distribution of time across these categories is the same.

(4:03):

We applied t tests to determine whether students who work more than 5 hours spend significantly less time on studies and other activities compared to students who don't work. Before that, students who don't work do spend at least 1.3 hours more on study on average and at least 3.9 hours more on other activities on average than working students. The p values indicate that both of these are highly significant. For a statistical test on gender differences did not reveal and statistical differences.

(4:50):

The most important observation for this analysis is that students who work 5 or more hours spend significantly less time studying than non working students. These working students also spend less time on other activities such as eating, entertainment, and sports. This observation raises concern that working students may have difficulty achieving a school life balance that would keep them physically and mentally healthy. However, the physical and psychological consequences of extensive work commitments were not studied.

(5:38):

The results confirmed are initial hypothesis about differences of time allocation for working and non working students. However, we found no evidence of gender differences. This result contradicts the 2011 study based on the American time difference study.

(6:00):

The conclusions of this study are limited by several factors primarily, the sampling method. The values relied and a single estimate of time allocation from each student. Further, the students from single undergraduate class. However the time allocation differences between working and non working students strongly suggests that further investigation is warranted. Although work is a necessary reality for many students, they should be aware of the consequences of their choices and universities should work to provide more on campus work opportunities to reduce the time commitment requirement

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Thank you!

(7:02):

Now that you heard Sushmita's presentation let me make a few comments. One thing, the data that she covered was not the sleep diary data. They did different data collection and looked at work hours and study hours.

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First let's talk about the good stuff. Her aims and objectives were generic but her thesis was specific and measurable to the data collected. Her thesis broke out students who work and those who don't work which is what they measured and kept that theme throughout with the graphs.

(8:03):

Now ways to improve. Her background slide has complete sentences which is not always a good thing and not all her references are technical. They need to be journal articles. Being nitpicky, there are too many digits in her t tests, were talking hundreds of percents here, not important in this kind of thing. In summary, I hope this was a good review.