The Effect of the Time Management Art on Academic Achievement among High School Students in Jordan

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Abstract

This study aimed at recognizing the effect of the Time Management Art on academic achievement among high school students in the Hashemite Kingdom of Jordan. The researcher employed the descriptive-analytic research to achieve the purpose of the study where he chose a sample of (2000) high school female and male students as respondents to the questionnaire. In the conclusion, the findings showed that there was a medium degree and static significance at the level of time management according to the high school students in Irbid city. And the presence of statistically significant relationship between the ability to manage time and academic achievement among high school students, also it showed that there was a statically significance at the level ($\alpha \leq 0.05$) of this relationship regarding the gender variable running on the behalf of females while there was no any differences according to studying hours . At the end of the study, the researcher recommended the need to hold seminars and lectures for students to help them know about how to allocate the right time for subjects in order to obtain higher levels of academic achievement.

Key words: Time Management, Academic Achievement.

Introduction

Time is to be deemed very substantial to human beings as age and capital; especially that entire human life is made of time segments which mean the second that is gone is going to shorten the human life and make the death nearer. The whole life is a test to see who deserves the paradise in the judgment day, so exploiting the time to fulfill ambitions is of great importance in both worldly life and in the hereafter (Algaradawi, 2003, p14).

Time management is very worthwhile issue during to being it a key factor in any success at all levels of life and for that the term time management is strongly associated with administrative work. Despite of its importance, it is never an easy task to manage time individually and a need to specific qualifications along with many personal skills is then a must. Let alone exploiting the available resources in order to meet the society and individual needs at the same time and the ability to adjust with the present and future situations (Alghamdi, 2008, p 49).

To manage time is another sense of distributing priorities and exert efforts upon that distribution, according to Covey (2004) seven matters a person must give priorities for, as namely; improving the contacts with others, preparing the activities more effectively, improving the process of managing and planning for the duties, caring for the personal interests, seizing new opportunities, improving the personal skills and information, admitting the power of others.

In this respect, mentioning the academic level is of close link to the level of success one may gain; as Academic achievement is the dream of family and social status of the individual**,** where a human needs to have a positive view of him/her self as this view along with the physical abilities will lead to make real resources to future success. It follows then that in order to get self-satisfaction, one will need to link self –recognition to achievement and self-expressing. A good finding on this is represented in high achievements done by self-recognized intellectuals compared to those with low-recognition (Asakreh, 2003, p 54).

Studying successful people schedules is a very contribution towards the knowledge behind making true the goals. The contribution of this paper is to study some of the close links people always advise to gain high grades at school which is time management.

Problem of the study

The problem of this study lies in the weakness of time management and the existence of too much of leisure time for students which, in turn, will lead to low academic achievement. Hence, a planned exploitation to student's time must be paid a great attention especially with the prevalence of time waste in the academic environment in Jordan. So there is an urgent need to study the effect of the ability to manage time on academic achievement among high school students in the Hashemite Kingdom of Jordan. The study was conducted to answer the following questions?
1. What is the extent to the ability of managing time for the high school students in Jordan?
2. What is the average of academic achievement among high school students in the Hashemite Kingdome in Jordan?

3. What is the effect of the ability to managing time for the high school students in the Hashemite Kingdome of Jordan?
4. Is there a statistically significant difference of the impact of the ability to manage time on academic achievement among high school students that is attributable to the variables (sex, number of hours of study)?

Study Importance : It is undisputable that consequences of time management will benefit both individual and society as long being the individual a part and parcel of any community .Time management is the means into which the individual will exploit his time with the best way to attain the best results. And actually further studies are needed in this field.

Objectives of the study: This study aims at identifying the ability effect of time management on academic achievement among high school students in the Hashemite Kingdome of Jordan.
Study limitations: The limitations were set in three dimensions; the topical as limited in the areas of time management and academic achievement among high school students, place dimensions where it was applied in Irbid high schools and time detentions, and time dimension where the period of collecting the data and statically analysis was the second semester of the scholastic year 2014/2015.

Study terms:
- **Time management:** it is the science of ideal exploitation to time where the priorities go to the tasks according to their importance; it basically depends on concepts of planning, coordination, stimulation, directing, pursue and contact. It is a quantities and qualitative process that trends toward the future (Alian, 2005, p. 28).
- **Academic achievement:** it is a certain level of achievement in school courses measured by the teachers or by the assigned tests as these will provide a degree scale to all subject materials and upon this scale the student caliber in these courses would be measured and rated (Issawi, Aljismani and Zabalawi, 2006, p. 13).

Theoretical background and the related literature
        Time management is considered as an inclusive process that is done through administrative functions which is deeply dependant on high personal talents and skills so it can then produce positive effects to society and individual at the same time.   Nonetheless, all of that must be restricted to a specified period of time in order to make persons adjust with present and future situations (Alghamdi , 2008,p30). It is of importance to point out to the fact by (Alsalmi, 2008, p25) that the more the company is able to manage time effectively, the more it fulfills its aims correctly in the right time. And for the sake of effectiveness, one must give priorities to some tasks over the others in order to distribute the sufficient time to get the best results, and effectiveness can be then measured by the quantity of finished tasks in that specified time.

The bases of time management
These are the procedural bases which are integral in attaining the right time management and that which care for reducing the waste of time as possible, it is agreed upon naming them the four rules and accordingly they are as follows; **determining the objectives and priorities**: (Alyan, 2005, p68) describes it as putting the key objectives and priorities to the intended scheme and the distribution of importance to these objectives. The second on the scale comes **the allocation of required time** where every task has to have a due time to be finished and that can be done by analyzing the average of achieved efforts in specific times as normal (Alsifani ,2001,p27). Thirdly, **time planning** where the future goals of the institution must be redefined regarding the time distribution (Hareem, 2006, p112). And finally **time management** as regarding all previous phases in order to better control all the surrounded circumstances and resources then as a result getting the best exploitation of time. This last phase must follow the time planning (alaboudi, 2002, p90).

Objectives of time management
        Obviously, the aim of time management is of big advantage at the individual and community levels as regarding the individual as the basic molecule that underlies the existence of a community, a set of aims of time management were touched upon by (Aldeeb,2006,p3) as to Provide the time for self-development and the development of performance in addition to the individual's role and place in society, Provide time to think about creativity and innovation in the field of work ,get the optimum benefit of life and reduce the cost of missed opportunities as possible, reach Self protection of idleness and making mistakes in addition to Provide an appropriate time for rest .

Time management properties

Time is available to all people equally but could not return once it is lost. The importance of time lies in losing the person own life by the progress he made by time as every minute passes will make the death nearer, also time to energetic people is of high importance in every passed minute while to lazy one means nothing, nothing is more valuable to a human than time because his age is a continuum of time units, and only the human can make a benefit from time by having an intent to exploit it (Shahadeh, 2006, p44).

Time sections: time can be divided into two major sections; the first section relates to the time allocated for basic needs like sleep, food …etc, and the second relates to the exploited time to overcome a challenge (Alga'eed, 2001, p302).

Principles of planning to time management

The key, inseparable factor when managing the time is definitely the planning beforehand, regarding the sequence and priorities of tasks and surely the allotment of time to get the best of all available resources along with specified period of time. The principles are suggested by many researchers and they are namely; time analysis principle which means in the school life prospect the daily planning to the event sequence (Alswedan & Adlouni,2004,p22), and daily planning as to set time schedule for the day before its beginning (Abulkhair,1998,p19). And thirdly flexibility as the most critical during to the availability it makes to the subordinates satisfaction especially when the manager gets the subordinates engaged in the decision making (Alyan, 2007, p55).

Time waste: it is a dynamic term which means that what makes the waste of time may differ according to changing settings; it directly means any time spent in useless sake is to be regarded as time waste (Farah, 2008, p14).

Kinds of time wasters

The administrative process is a synthesis of sequential operations (Planning, organizing, directing and censorship); wasters of time at the planning stage may be putting no aims or even not determining deadline to finish tasks , the waster at the organizing stage may be caused by presence of multiple tasks and giving no priorities to any of them and that may lead to duty disclaimer , wasters at the directing stage are represented in caring for unimportant details and weakness in establishing group rapport between workers , and finally the wasters that relate to censorship are represented in plenty of visitors to workers and ignoring the mistakes done by workers most of the time (Alwan & Ehmeed,2009,p14).

Academic achievement

Any rated effort done by student in different subjects at schools which groups student according to their years of birth, all these rates are recorded in school documents taking the form of percentages of success (Mohammad, 2003, p21).

School administration and academic achievement

School administration may affect the academic achievement of the students whether positively or negatively and that may be found during to some practices like the nature of relation which links the administration members with one another. In addition to the policy used whether dictatorial or lax and many more…(Naser,2006,p73).

The terms and principles of good academic achievement

Attaining a good academic level is preconditioned by three terms namely; repetition, motivation and general method as (Samira, 2011, p124) points out. As for relation, the more the student repeats or practices, the more he attains high academic rates. Motivation is the attachment of desire to the produced effort. And she meant by the general method that the learner must take the general review about the topic and he by his own draws facts and further points.

Academic achievement measurement

The ways into which the academic achievement is measured varied and take different forms of tests ; among these tests there were the conventional tests where the respondent briefs his understanding verbally by his own way (Raja Abualam,2005,p3), the other testing where named the objective tests which force students to give one direct and correct answer to the question like (yes/no questions, multiple choice questions and matching) and the correction to these questions must then be objective (jamil,2000,p212).

Samira (2011, p121) divided factors affecting academic achievement into three overlapping factors as follows; mental factors which combines intelligence and the individual abilities, physical factors and educational factors.

Related literature

A study by Alrheme and Almardeni (2014) aimed at identifying the students' viewpoint about how to time in terms of planning, organizing, directing and censorship and its effect on academic achievement as long as identifying the personal variables effects on academic achievement. The data were collected through a sample of 300 students. The study results showed that the planning was of high effect on academic achievement proved by a correlation coefficient. And that there is a statistically significant positive relationship between time management and academic achievement.

 Kimlglo &filz(2008) conducted a study which aimed at studying the relation between the academic achievement and time management skills in education college at ghazi university in turkey . The study results also showed that the student's behavior in the field of planning time was at a high level, in the area of wasting time it was at its lowest. It also showed the existence of significant positive relationship between planning time and wasting time and between the academic achievements of students and there is a meaningful relationship between the medium time management and academic achievement as well.

Abusakour(2003) conducted a study which aimed at finding the Obstacles of time management and decision-making to the education departments of government schools in the West Bank, Palestine through detecting the obstacles of time management and decision-making to the education departments of government secondary schools   and developing of suitable suggestions to reduce them . The researcher has used the descriptive approach in his study in the collection of information and data, the study results showed that the obstacles of time management relate directly to the obstacles in planning in addition to the shortage in resources and the retardation of scholastic services in the next year.

Abulshawi & Abusultana (2003) conducted a study aiming at recognizing the student of yarmouk university ability to manage time from different faculties and identifying its relation to academic achievement considering the variables; gender, the university year and the faculty and how much these variables affect time management skills. . The study results showed that there is a medium degree of time management skill among students at Yarmouk University, and the skill of time management and academic achievement. And that there is a positive correlation and statistically important between time management skill and the academic achievement according the faculty variable goes to the advantage of economics, science students only.

The method and procedures

   Study Approach: it has been relying on descriptive analytical approach in data collection and description of the respondent' answers and analyzing statistically to reach the objectives of the study.

The study population: The study population consisted of all secondary school students in Irbid Governorate where their number was (10968) students.

The study sample: The study sample consisted of (2000) students of high school students in Irbid Governorate and they were randomly selected from the study population.

Describing the characteristics of the study sample:

Table 1 shows the distribution of the sample depending on the personal and functional variables.

Table 1: Distribution of respondents depending on personal and functional variables

Variables	Category	Frequency	Percentage
Gender	male	943	47.2
	female	1057	52.9
	sum	**2000**	**%100**
Studying hours	<=6 hours	784	39.2
	>6 hours	1216	60.8
	sum	**2000**	**%100**
GPA	>80	765	38.3
	Between 60-80	779	39.0
	<60	456	22.8
	sum	**2000**	**%100**
Rating	excellent	295	14.8
	Very good	395	19.8
	good	305	15.3
	fair	549	27.5
	weak	456	22.8
	sum	**2000**	**%100**

Statistical treatment

In order to answer the study questions the researcher used   SPSS program to access the results concerning the values of the variables gender, studying hours , GPA and the rating ; in addition to the arithmetic means , standard deviation to all variables of the study . She also resorted to one-sample t-test and calculated linear regression and independent sample t- test to the variables in order to expose the differences between the arithmetic means to the independent samples. She also did the ANOVA analysis to expose the differences between the arithmetic means to the study tool.

Results

Results concerning the answer to the first question, what is the level of ability to manage time with high school students in the governorate of Irbid?

In an answer to this question, the researcher found all the arithmetic means and standard deviations to all questions under this item as in table (2) and he employed one-sample T-test to expose the level of how much students of the secondary stage are able to manage time in Irbid city as in table (3).

Table (2): the arithmetic means and standard deviations of the statements of "the ability of time management and it relation to measure academic achievement among secondary school students" as a whole (n = 2000)

No.	statement	Mean	Standard deviation	rank	degree
1	I'm trying to perform my duties without delay.	3.84	0.99	1	high
2	I'm trying to offer more time to study at the expense of leisure time.	3.56	1.12	3	medium
3	I organize my school duties according to my ability hierarchy.	3.46	1.17	4	medium
4	I try to devote Class time to organize and store special knowledge about its topic .	3.27	1.23	8	medium
5	I'm trying to customize a sufficient time during the weekend to study and review materials	3.33	1.19	6	medium
6	I'm trying to organize studying hours of the day and week in order to achieve academic goals.	3.26	1.31	10	medium
7	I'm planning and organizing my time in accordance with the duties and activities to be performed	3.27	1.20	8	medium
8	I manage my time efficiently and effectively to reach the highest level of academic achievement.	3.58	1.17	2	medium
9	Homework help ease the availability of adequate time to review the course material and to increase the academic achievement	2.74	1.31	17	medium
10	Distribution of time on course materials helps get the highest academic levels.	2.19	1.19	20	low
11	Exploitation of leisure time helps to heighten the academic achievement.	2.89	1.30	16	medium
12	Organization of study hours helps to heighten academic rating.	3.02	1.25	13	medium
13	I manage my time efficiently and effectively to reach the rating excellent. .	3.18	1.21	11	medium
14	reduction of Homework help ease the availability of adequate time to review the course material and to increase the academic rating.	3.00	1.22	14	medium
15	Time wasters like TV help reduce the academic rating.	3.28	1.23	7	medium
16	Identifying of my strengths and weaknesses of the course material helps to raise my academic rating.	2.44	1.32	19	medium
17	Laze before embarking my studies contributes in gaining low rating.	2.90	1.31	15	medium
18	I arrange my priorities according to the importance of each material and the deadline.	2.69	1.28	18	medium
19	I use a notebook to set plans and jottings.	3.42	1.26	5	medium
20	I appreciate the expected time for each scholastic duty to help me organize my time and raise my ability to heighten my rating	3.16	1.25	12	medium
The ability level of time management among high school students.		**3.12**	**0.73**	**-**	**medium**

Table (2) shows that the arithmetic means ranged between (2.19-3.84) where the statement no.1 (I'm trying to perform my duties without delay.) gains the highest rank with3.84 as its mean then followed by the eighth statement (I manage my time efficiently and effectively to reach the highest level of academic achievement.) with a 3.58 as its mean and accordingly was rated medium. The lowest on the scale came the tenth statement which was pertaining to (Distribution of time on course materials helps get the highest academic levels.)And it gained 2.19 as a mean and low as a rating. As a whole, the final statement (The ability level time management among high school students in general.) gained (3.12) and was rated medium.

The paragraph which states (I'm trying to perform my duties without delay.) positions the first rank with a high degree rating : The researcher attributed that to the selection of the secondary stage as the

category under study . The importance of this stage lies in the ministerial exam held at the end of it and as normal pupils exert double efforts to attain high academic achievement.

The lowest in the rank which was rated (low) was the statement (Distribution of time on course materials helps get the highest academic levels). The researcher attributed that to the fact that students are not accustomed to set plans for their scholastic priorities and hence the teachers are accountable for guiding pupils on how to set programs for this sake.

The arithmetic average of the scale as a whole reached a medium degree which states that (The ability level of time management among high school students in general.). Actually, the degree does not meet the urgent need for a higher degree and that may be attributed to the lack of previous time management in the former stages or maybe it is attributed to the prevalent mind-distraction made by present technologies. This result is compatible with the finding in Kimalglo& Filz (2008) and the results showed that there is a medium meaningful relationship between time management and academic achievement.

Table (3) : findings of individual-sample T-test which exposes the level of ability to time management among high schools students in Irbid city (n-2000)

The level of ability to time management among high schools students	mean	Standard deviation	D.F	"t" value	Sig.
	3.12	0.73	1999	7.489	0.000

Table (3) shows that T value reaches (7.489) with a static significance valued (0.00) where the general mean was compared to the standard value of the five-label scale. The results show the presence of a medium degree and a static significance to the ability of managing study time among high school students in Irbid city. The researcher attributed this to the use of time management skill and organization as being them keys to success in the study by creating a balance between academic and social tasks. Nonetheless, the degree was not as required but the researcher describes it as a skill that needs practice and a little bit experience. It is then become compatible with Abusultana(2003) study where it showed the medium degree of time management among students of Yarmouk university .

Results concerning the answer to the second question: What is the level of academic achievement among high school students in irbid city? To answer this question, the researcher employed linear regression test to expose the relation between the ability to manage time and academic achievement among high school student in irbid city as table (4) shows.

Table (4) : The findings of linear regression test on the relation between time management and academic achievement.

Independent variable	value t	T Sig.	Beta	R	R²	F value	F Sig.
Ability to manage time	29.793	0.00	0.555	0.55	0.308	87.618	0.00

The dependent variable: academic achievement.

Table(4) show that there is a significant relationship between time management and academic achievement among high schools students in irbid city as the value of F reaches (29.793) and with statistical significance (0.00). While R reaches (0.55) and the ratio of prediction (R2) reaches (0.308) as it shows the strength of the time management effect on academic achievement. The results showed a statistically significant relationship between the ability to manage time and academic achievement among high school students, The researcher attributed it to use the time effectively which will lead to a rapid completion of tasks. This finding comes in line with the finding in Al-rhimi & Mardini(2014) and Kimalglo & Fillz (2008) studies.

Results related to answer the fourth question: Is there a statistically significant difference at the level of significance (α≤0.05) for the ability effect to time managing on academic achievement which is attributed to the variables (gender , study hours) ?

To **a**nswer this question, the means and standard deviations to the variables (gender, study hours, GPA, and rating) were calculated to measure their effect. In order to examine these variables, the researcher conducted (independent-sample T. test) on the variables (gender and study hours and (one-way ANOVA) on the variables GPA and rating; all are shown as below tables:

- **Differences according to gender:**

Table (5): Results (Independent - Sample T. Test) To detect differences in the ability level to time managing on academic achievement according to the gender variable .

The ability level to time managing on academic achievement	gender	N	mean	standard deviation	value" t"	Sig.
	male	943	3.08	0.74	-2.536	0.011
	female	1057	3.16	0.72		

As Appears from the table (5) that there were no statistically significant differences at the level of significance (α≤0.05) according to the gender variable   As the value of "t" reached (2.536-) with a statistical importance (0.011) to the advantage of females as the mean reached (3.16) while for the males it reached (3.08) . The results showed that there were no statistically significant differences at the level of significance (α≤0.05) to the relation according to the gender variable. The researcher attributes this to students at the secondary level as they are usually preparing to study, especially that this phase is going to determine their specialization at the university.

- **Differences according to study hours variable:**

Table 6: Results of (Independent - Sample T. Test) which detect the relationship between study hours managing and academic achievement.

The ability level to time managing on academic achievement	Study hours	N	mean	Standard deviation	value" t"	Sig.
	Less or equals 6 hrs	784	3.10	0.74	-1.163	0.245
	More than 6 hrs	1216	3.14	0.73		

As Appears from the table (6) that there were no statistically significant differences at the level of significance (α≤0.05) ;As the value of "t" (1.163-) with a statistical importance (.245) on the behalf of more than 6 hours which the mean was (3.14) and a mean of(3.10) goes for the behalf of less than 6 hours variables. The results showed that there were no statistically significant differences at the level of significance (α≤0.05) and that is may be attributed to the fact that manage time needs experience and training and hence an experienced person manages his time easily. .

12. Summary of Results:

- The existence of a medium degree to the level of ability to manage time and a statistical importance.
- A statistically significant relationship at the significance level (α≤0.05) exists between the ability to manage time and the academic achievement.
- There were statistically significant differences at the level of significance (α≤0.05) in the level of the ability to time management on academic achievement among secondary school students according to gender in favor of females, and the absence of differences due to the number of hours of study.

13. Summary:

The researcher conducted a study on measuring the ability of high school students in Irbid city to manage their time as key condition to achieve high grades in the ministerial examination at the end of that stage. He found that their ability degree to manage time was medium and that it is mostly attributed to the lack of experience gained from earlier stages. In addition to the statistical importance to the gender variable goes to the advantage of females and no statistical importance to study hour's variable.

14. Recommendations:

The researcher recommends that:

1. There is a need to hold seminars and lectures for students to help them on how to distribute the right time for subjects in order to obtain higher levels of academic achievement.
2. There is a need for giving students the right opportunity to manage their time efficiently and effectively to reach the highest levels of academic achievement.
3. Also the need to conduct further studies on this subject in different settings.

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الملخص

هدفت هذه الدراسة إلى التعرف على أثر فن إدارة الوقت على التحصيل الدراسي لدى طلبة المرحلة الثانوية في المملكة الأردنية الهاشمية. وتمَّ استخدام المنهج الوصفي التحليلي لتحقيق أهداف الدراسة، حيث تكوَّنت عينة الدراسة من (2000) طالب وطالبة من طلبة المرحلة الثانوية في محافظة إربد تمَّ توزيع استبانة عليهم، وتوصلت نتائج الدراسة إلى وجود درجة متوسطة ودالة إحصائياً في مستوى فن إدارة الوقت لدى طلبة المرحلة الثانوية في محافظة اربد، ووجود علاقة دالة إحصائياً بين فن إدارة الوقت والتحصيل الدراسي لدى طلبة المرحلة الثانوية، ووجود فروق ذات دلالة إحصائية عند مستوى الدلالة (α≤0.05) في مستوى أثر فن إدارة الوقت على التحصيل الدراسي لدى طلبة المرحلة الثانوية تبعاً لمتغير الجنس ولصالح الاناث، وعدم وجود فروق تعزى لعدد ساعات الدراسة. وفي ضوء نتائج الدراسة أوصت الباحثة بضرورة عقد ندوات ومحاضرات للطلبة تساعدهم على كيفية توزيع الوقت المناسب للمواد الدراسية من أجل الحصول على أعلى مستويات التحصيل الدراسي.