Time management and its relation with the accumulative degree of the female students in the programs of (education- training- management)

* **Dr \ Abeer Abdel Rahman Mohamed Shweyta**

The research introduction and problem

The time indicates to Allah's wisdom and the creativity of His manufacturing, since Allah, Glory be to Him, has made a continuous relationship between the human and the time in his birth, life and his death.

There are many verses that prompt the human to exploit the time, since Allah Says" And spend (in charity) of that with which We provided you, before death comes to you and he says: "My Lord! If only You would give me respite for a little while, then I should give Sadaqah (I.e Zakat) of my wealth and be among the righteous (10). (Hypocrites Sura 10-11).

The time is the raw material which we use for developing and achieving what we want, since the available time is not as important as the ideal organization for managing it for achieving the required tasks.

Al Salmay (2008) says that the common feature between the successful persons is their ability to make the balance between the goals they desire to achieve and the necessary duties, this balance comes through the rational management for their time in the first place (Fahad Aoudallah 2008).

Alay and Kocak 2002 have indicated that time management is a critical issue for all individuals and organizations and that value of time management is represented in the way used by the human in order to improve his life (Alay and Kocak 2002).

Time management depends strongly on the personal preparation, since the human, through managing himself, controls the proper time and place as well as the human responsibility and the motive for the achievement (Gamal Mohammed 2009).

* Department of sports management and recreation- Faculty of physical education for girls- Helwan University- Egypt.

The university student is considered one of the most important elements on which the educational process is based in achieving its goals. The students have different views towards to the time according the extent of their culture degree and their future goals.

Because of the multiplicity of the studying tasks entrusted to the student for the school day hours, the student will have a time problem that arises for fulfilling their studying tasks. The educational institution plays an important role so that the student can acquire the skill of time investment in the beginning of their life to form a general culture for achieving their goals (Solyman Hussine 2012).

Ibtsam Shetat 2008 has mentioned that time organization and management is the base of the educational process, since it like the nerves in the human body that control his functions. If these nerves are sound, the body will be also sound and will perform his functions properly. If there is a defect, the human body will have a paralysis, it the same case for the time management

and organization for the student, if he uses it properly, he will achieve his goals, on the other hand, if he abuses the time, he will fail in fulfilling his school tasks (Ibtsam Mahmoud 2008).

Faculty of physical education for girls has its own nature that includes many practical and theoretical departments. The bachelor stage includes three educational programs (educating- training- management). The students can join these programs after passing the basic stage of the study, namely the first three school years and studying all scientific and theoretical curriculums as well as the field study. This stage aims to make the female students understand the role of the physical education and know the main sciences that relate to the sports field alongside performing the different skills of the sports activities. This stage also aims to make the students understand the management elements and their importance in the sports field and then they can acquire the skills and knowledge that achieve the descriptions of the

graduates from the physical education programs.

The students can join one of these three programs during the specialization stage in the fourth grade, these programs are based on specific standards that include the good specification for the features that the graduate must have in each program.

The education program requires that the graduate is able to deliver the sports information and skills for the students in the different school stages and the graduate must know the basics of the curriculums and how to plan for the educational activities inside the schools.

At the end of the training program, the female student will be able to manage the training environment, manage the training environment, discover the talents and able to read the simple planning situations.

The management program requires the student to be able to manage the sports organizations, organize the sports competitions, lead the sports teams, and understand the role of the sports organizations as well as putting the solutions for the administrative problems that may arise inside these organizations.

This requires that the students of the three programs to coordinate between the requirements of the practical and theoretical curriculums through the time management so that they can fulfill the studying tasks such as training on the sports skills, reading the references, preparing the study papers and presenting the electronic shows as well as the ideal adaption to the social and economic conditions (programs of bachelor stage).

Through the researcher work as a member of teaching staff in the faculty, she observed that students' complaint regarding the various study tasks and their inability to fulfill these tasks. Through this study, the researcher tries to recognize the time management and its relation with the accumulative degree of the students at programs of (education- training- management).

The research goal:

This research aims to recognize the time management and its relation with the accumulative degree of the students at programs of

(education- training- management) through defining:

1- The reality of time management of the students at the programs of (education- training- management).

2- The differences in time management of the students at the programs of (education- training- management).

3- The differences between the students at the programs of (education- training- management) on the axis of time management questionnaire according to the accumulative degree.

The research questions:

1- What is the reality of time management of the students at the programs of (education- training- management)?

2- Are there differences between the students at the programs of (education- training- management)?

3- Are there differences with statistical significance of the students at the programs of (education- training- management) on the axis of time management questionnaire according to the accumulative degree?

The plan and procedures of the research:

The used methodology:

For achieving the research goals and for answering the questions made by the researcher, the researcher has used the descriptive methodology with the surveying method because they are appropriate for the research nature.

The research society and sample:

The research society is represented in the students of (education- training- management) programs at the faculty of physical education for girls- Helwan University, whose number is 167 female students who are registered in the university year 2014\ 2015.

The research sample:

The research sample was chosen intentionally from the original society of the research, since its number reached 176 female students (17 students represent the exploratory sample and 150 students represent the main sample which represents the three programs for bachelor stage.

Table No. (1)
Classification the research sample

Program	Research society	Exploratory sample	Research sample	Rate of sample against the society
Training	100	10	90	90%
Education	48	5	43	89.5%
Management	19	2	17	89.4%
The total	167	17	150	--

Tools of collecting data:

The researcher has used the following tools in collecting the research data:

- Records and documents

They are represented in the scientific references and Arabic and foreign studies that relate to the research subject

- The records of the students' accumulative degrees.

The questionnaire form (time management)

Steps of constructing the questionnaire form:

The researcher has used number of sources in defining the axis and to formulate the clauses included under each axis, these sources represented in the following sources:

- The personal interview with the experts to get use of their opinions in designing the questionnaire form.

- Reading the scientific references, studies and researches that relate to the researcher subject.

- Using the world website (the internet).

- The questionnaire axis was defined and reached 7 axis (recognizing the time value- short term planning- long term planning- time organization- directing for time investment- the control- the life skills). The form has included 68 clauses.

- Following the scientific manner in formulating the clauses

- The clause includes only one specific meaning.

- The researcher has shown the axis and clauses of the questionnaire form to (5) academic experts from the university teaching staff in the field of sports management in order to express their opinions regarding the extent of the proposed axis efficiency for achieving the research goals, the extent of appropriateness of each clause included under each axis, deleting, adding or

amending what they see as proper for defining the proposed evaluation scale during the period from 8\3\ 2015 to 15\3\ 2015. The researcher has accepted a rate of 80% or more from the experts' opinions for accepting the axis and clauses.

The exploratory study:

For investigating the extent of validity of the questionnaire form prepared by the researcher, the exploratory study was conducted on (17) students who represent the three programs. The students were chosen intentionally from the research society and out of the main sample of the research during the period from 23\3\ 2015 to 6\4\ 2015.

The scientific coefficients of the questionnaire form

After defining the sample of the exploratory research and preparing the tool of collecting data in its primary image, the research conducted the following steps:

First: Calculating the truth coefficient:

The researcher has used the following methods for calculating the truth of the questionnaire form:

- The truth of (content- purport) by the arbitrators.

-The truth of the internal coordination.

The arbitrators' truth:

The researcher has used the arbitrators' opinions to know the arbitrators' truth (the content) through showing the axis and clauses of the questionnaire form in its primary image to five (5) of the academic experts of the university professors in the field of the sports management. The truth of the internal coordination:

The questionnaire truth was investigated through using the truth of the internal coordination as indicator for the questionnaire truth through finding the correlation between each clause and the total degree of the axis through applying the questionnaire to (17) students who represent the three programs. The following tables show these results.

The main study:

The questionnaire form in its final image was applied to the main sample during the period from 20\4\ 2015 to 4\5\ 2015. The researcher has used a tri- scale of evaluation (agree- quite- disagree) with degrees (3-2-1), since all clauses are positive. Through surveying the records and

documents of the main sample results, I found that the accumulative evaluation of the students at the three programs varies between (excellence- very good- good- accepted).
The statistical treatments:
1- The descriptive statistics
2- The coefficient of correlation

3- The differences significance (t)
4- Alpha values.
5- Analyzing the variation in one direction.
6- L.S.D formula.
Presenting and discussing the results

Table (2)

The mathematical mean, the standard deviation and the twist coefficient for the sample responses to the axis of time management form of the students at the three programs

The axis	Education programs (N= 43)			Training program (N= 90)			Management program (N= 17)		
	M	**SD**	**T**	**M**	**SD**	**T**	**M**	**SD**	**T**
Recognizing time value	٢٠.٧٤	١.٢٩	٠.٢٢٦	٢٣.٦٢	٢.٢٦	-٠.٩٨٦	٢٤.٠٥	٢.٤٣	-٠.٩٣٠
Short term planning	٢٧.٦٥	٢.٣٢	-٠.٥٦٣	٢٩.٣٦	٢.٤٦	-٠.٤٣٥	٣١.٠٥	١.٩٨	-٠.٥٢٨
Long term planning	١٩.٧٩	١.٤٠	٠.٣٩١	٢١.٠	٢.٨٧	-٠.٤١٣	٢٣.٧٠	٢.١٤	-٠.٤٢٩
Time organization	٢٦.٨٨	٣.٧٨	-٠.٥٤٨	٢٨.٩٦	٣.٢٩	-٠.٣٧١	٣١.٢٩	٢.٩٧	-٠.٣٥٦
Directing for time investment	٩.٨٦	١.٤٢	-٠.٦٧٧	١١.٨٩	١.٨٢	-٠.٢٤٧	١٣.٤٧	١.١٢	-٠.٢١٦
The control	١٢.٤	١.٠٢	٠.٣٢٤	١٤.٨٦	١.٤٧	-٠.١٥٠	١٥.٢٣	١.٢٠	٠.٤٧١
Life skills	٢٢.٤٨	٢.٤٠	٠.٣٨٢	٢٨.٢٧	٢.٢٨	-١.٠	٣٠.١٧	٢.٣٥	-١.
The total degree	١٣٩.٤٦	٧.٨٨	-٠.٥٩١	١٥٨.٢٠	١٠.١٦	-٠.٨٤١	١٩٦.٠	١١.٨٧	-٠.٥٣٠

Table (2) shows that:
there is a variation between the values of the mathematical means of the sample responses according to the three programs of the study on the axis of the form of time management questionnaire and the total degree was 3. The twist coefficient was between (+3, -3), and this indicates to the sample response under the natural curve (the moderate).

Table (3)

Analyzing the variation between the responses of the three programs students on the form of time management questionnaire

Axis	Source of variation	Sum of squares	د.ح	Mean of squares	ق	The significance
Recognizing time value	between the programs	٢٦٩.١٩١	٢	١٣٤.٥٩٥	*٣١.٧٩٥	٠.٠٠٠
	Within the programs	٦٢٢.٢٨٣	١٤٧	٤.٢٣٣		
Short term planning	between the programs	١٦١.٧٢٥	٢	٨٠.٨٦٢	*١٤.٣٢٨	٠.٠٠٠
	Within the programs	٨٢٩.٦٠٩	١٤٧	٥.٦٤٤		
Long term planning	between the programs	١٨٧.١١٤	٢	٩٣.٥٥٧	*١٥.٤٤١	٠.٠٠٠
	Within the programs	٨٩٠.٦٤٦	١٤٧	٦.٠٥٩		
Time organization	between the programs	٢٦١.٥٧٧	٢	١٣٠.٧٨٩	*١١.٢١٨	٠.٠٠٠
	Within the programs	١٦٧٨.٨٤٥	١٤٤	١١.٦٥٩		
Directing for time investment	between the programs	١٩٥.٧٤٧	٢	٩٧.٨٧٣	*٣٥.٧٧٠	٠.٠٠٠
	Within the programs	٣٩٩.٤٨٨	١٤٦	٢.٧٣٦		
The control	between the programs	٢٥٦.١٣٤	٢	١٢٨.٠٦٧	*٧٢.٠٢٩	٠.٠٠٠
	Within the programs	٢٦١.٣٦٦	١٤٧	١.٧٧٨		
Life skills	between the programs	١١٨٩.٥٦٣	٢	٥٩٤.٧٨٢	*١٠٩.٩٤١	٠.٠٠٠
	Within the programs	٧٩٥.٢٧٠	١٤٧	٥.٤١٠		
The total degree	between the programs	١٤٤٣٢.٦٣١	٢	٧٢١٦.٣١٦	*٧٥.٦١٧	٠.٠٠٠
	Within the programs	١٣٦٤٦.٩٣٠	١٤٣	٩٥.٤٣٣		

Table (3) shows that there are differences with statistical significance between the responses of the students at the three programs on the axis of the form for time management questionnaire.

Discussing the results
Tables 2 and 3 show the following:

In the light of the responses of the students participated in the programs of (education-training- management), the axis of time organization came in the first place on the axis of time management questionnaire. It reached the highest mathematical mean of the axis 31.29 for the interest of students participated in management program.

The axis of short term planning came in the second place on the axis of time management questionnaire and the highest mathematical mean of this axis reached 31.05 for the interest of the students at the management program. Then, the axis of the life skills came in the third order on the axis of time management questionnaire and the highest mathematical mean of this axis reached 31.17 for the interests of students at the management program.

This axis was followed by the axis of recognizing the time value which occupied the fourth place and the highest mathematical mean reached 24.05 for the interests of students at the management program.

The axis of long term planning occupied the fifth place on the axis of management questionnaire and the highest mathematical mean reached 23.70 for the interests of students at the management program.

This axis was followed by the control axis which came in the sixth place on the axis of management questionnaire and the highest mathematical mean reached 15.23 for the interests of students at the management program.

Finally, the axis of directing for time management came in the last place on the axis of management questionnaire and the highest mathematical mean reached 13.48 for the interests of students at the management program.

These results show that:

The students of management program came in the first place on all axis of time management questionnaire. The researcher attributes these results to the content of curriculums of the management program which included the sports management, organizing and managing the sports camps, studying the modern administrative manners and its effects on the students' recognition for the time management and investing it effectively. These curriculums also helped the students to get a way from the time waste, to define the priorities, coordinate the required studying tasks, to get use of the directions and guidelines as well as correcting the mistakes to reach the required performance.

The students of the training program occupied the second place on all axis of time

management questionnaire followed by the students of education program who occupied the third place on all axis of time management questionnaire.

This comes in accordance with the study conducted by Sanshiry (2006) (16) regarding the ability of time management for the interest of the students at the fourth grade.

This answers the first question, namely, what is the reality of time management for the students at (education-training- management) programs?

Table (4)

The significance of differences in the responses of students at the three programs

Axis	Programs	M	Education	Training	Management
Recognition of time value	Education	٢٠.٧٤	---	*٢.٨٧	
	Training	٢٣.٦٢		---	
	Management	٢٤.٠٥	*٣.٣١	٠.٤٣٦	---
Short term planning	Education	٢٧.٦٥	---	*١.٧١	
	Training	٢٩.٣٦		---	
	Management	٣١.٠٥	*٣.٤٠	*١.٦٩	---
Long term planning	Education	١٩.٧٩	---	*١.٢٠	
	Training	٢١.٠٠		---	
	Management	٢٣.٧٠	*٣.٩١	*٢.٧٠	---
Time organizing	Education	٢٦.٨٨	---	*٢.٠٨	
	Training	٢٨.٩٦		---	
	Management	٣١.٢٩	*٤.٤١	*٢.٣٢	---
Directing for time investment	Education	٩.٨٦	---	*٢.٠٣	
	Training	١١.٨٩		---	
	Management	١٣.٤٧	*٣.٦١	*١.٥٧	---
The control	Education	١٢.٠٤	---	*٢.٨٢	
	Training	١٤.٨٦		---	
	Management	١٥.٢٣	*٣.١٨	٠.٣٦٦	---
Life skills	Education	٢٢.٤٨	---	*٥.٧٨	
	Training	٢٨.٢٧		---	
	Management	٣٠.١٧	*٧.٦٨	*١.٨٩	---
The total degree	Education	١٣٩.٤٦	---	*١٨.٧٤	
	Training	١٥٨.٢٠		---	
	Management	١٩٦.٠٠	*٢٩.٥٣	*١٠.٧٩	---

Table (4) shows that:

- There are differences with statistical significance between the students of the students at the management program and the students at the education programs for the interest of the

management. There are also differences with statistical significance between the students of the education program and the students of training program for the students of training program on the axis of recognition the time value.

- There are differences with no statistical significance between the students at the management program and the students at the training program on the axis of recognition the time value.

The researcher attributes these results that the students at the management program have acquired the experiences, knowledge and the skills that relate to the time management and the importance of investing it, the basics of organizing the time and the obstacles of organizing the time through studying the curriculums of the management program. Moreover, we find that the students during this stage- the youth stage- define the values and directions because it is the stage of making the decisions, thus, their study in this program deepens the value of time management as a decisive factor for the success and fulfilling the studying tasks. Through this program, the

students also recognize the necessity of time investment in the beginning of the school year in the way that is appropriate for the study requirements. The students of the sports training program participate them in their recognition for the time importance through studying management functions and the way of managing the training units in the specialized sport and the importance of time in organizing the training units.

- There are differences with statistical significance between the students at the management program and the students at the programs of education and training on the axis of short term planning for the interest of the students at the management program.

The researcher attributes these results to the recognition of the students at the management program for the curriculums goals and content, and their usage of the daily records for writing down the required studying tasks as well as their ability to put a work plan that includes the goals, tasks and activities to achieve them in a short time.

- There are differences with statistical significance between

the students at the education and training programs on the axis of short term planning for the interest of the students at the training program. The researcher attributes these results that the students at the training program prepare and plan the training units that are proper for the needs of the beneficiaries in the sports filed according to the specialized sport.

- There are differences with a statistical significance between the students at the management program and the students at the education and training programs on the axis of long term planning for the interest of the students at the management program.

The researcher attributes these results that the students have acquired the knowledge, information and skills that relate to putting the goals and procedures, preparing the work programs and timetables. Moreover, the students at the management program have the skill of putting a timetable that includes a list of goals and tasks they endeavor for achieving them on the long run, this includes their ability to analyze the time, prepare a plan that includes these goals and the ability to put the strategies for achieving these goals as well as defining the responsibilities, roles and the time period needed for achieving these goals with defining the relative importance for each activity.

- There are differences with a statistical significance between the students at the education program and the training program for the interest of the training program on the long term planning.

The researcher attributes this result to the students' ability in the training program to predict and read the planning situations during the sports competition and their ability to manage the situation in the training environment.

- There are differences with statistical significance between the students at the management program and the students at the education and training programs for the interest of the students at the management program on the axis of time organization.

The researcher attributes these results that the students at the management program apply their theoretical study to the practical one through their participation in organizing the

sports events and the scientific conferences inside and outside the faculty as well as their understanding to the tasks and activities they are required to perform. They also have the ability to order these tasks and activities properly for achieving the goal and defining the responsibility, in particular during distributing the study papers, presenting the introductory shows and distributing the responsibilities of managing the festivals that relate to the sports activities inside the faculty and the university.

- There are difference with a statistical significance between the students of the education program and the students at the training program for the interest of the training program on the axis of time organization.

This is due to the recognition of the students at the training program for the rules of organizing and managing the sports competitions for each player, particularly in the specialized sport, and the way of organizing the training program and distributing its parts and the responsibility of each part.

- There are difference with a statistical significance between the students at the management program and the students at the education and training programs on the axis of time investment for the interest of the students at the management program.

The researcher attributes this result to the students' feelings at the management program with the trust in themselves and their abilities as well as their trust in the teaching staff who guide them for executing the required tasks in the way that recalls the energy inside them and motivates them to exert more efforts for overcoming the obstacles they face in order to fulfill the study requirements.

There are also differences with a statistical significance between the students at the education program and the training program for the interest of the students at the training program on the axis of directing for investing the time.

The researcher attributes this result to the clarity of the knowledge and information that is provided for the students at the training program and reinforcing the education and performance at the level of the

specialized sport as well as using the skills of the active communication that lead to understanding the required needs and their ability to lead the training process in the specialized sport.

- There are differences with a statistical significance between the students at the management program and the students at the education program on the control axis for the interest of the management program.

The researcher attributes this result to defining the academic standards of the management program and the clarity of manners of evaluating the students within the program curriculums, since the students recognize the manners used for evaluating their performance clearly, thus, they have the ability to correct the errors in the proper time. The students also understand the ways of evaluating their performance inside the lectures and during preparing the study papers and organizing the sports events inside and outside the faculty.

- There are differences with statistical differences between the students at the education program and the students at the training program for the interest of students at the

training program on the control axis.

The researcher attributes this result to using the correct knowledge and information by the students at the training program in measuring and evaluating for improving the practice in the training and competitive environment and for defining the proper evaluation method for the training period.

- There are differences with a statistical significance between the students at the management program and the students at the education and training program for the interest of the management program on the axis of life skills.

The researcher attributes that to the students' recognition at the management program for the time value and the importance of organizing it in the way that alleviates the pressures, whether inside the school or the different life pressures. The students at the management program also have the opportunity for the self-development and achieving the goals and the personal requirements, this was assured by Soliman Hussine (2012) (7) that the benefit of time organization by the university

students goes beyond the university to the general life and creating a time for rest and entertainment.

- There are differences with a statistical significance between the students at the education program and the students at the training program for the interest of the students at the training program on the axis of the life skills.

The researcher attributes this result that the students at the training program have the value of organization and order and they recognize the importance of time, in particular that the students at the training program are players in the different specialized sports and this makes them obliged to respect and estimate the time value in their private life. - There are differences with a statistical significance between the students at the management program and the students at the education and training program for the interest of the training program in the total degree of time management.

- There are differences with a statistical significance between the students at the management program and the students at the education and training program for the interest of the training program in the total degree of time management.

- This comes in accordance to what was indicated by "Hamouda Abdel Nasser" that time management helps to get ride of wasting the time and helps in organizing the time in the way that is proper for the importance of the required tasks with emphasizing on not to forget the goals on the long run and to measure the progress of fulfilling the tasks. (Hamouda Abdel Nasser 2003). This comes in accordance to the results of the study conducted by Soliman Hussine Mousa (2012) (7) that there are differences with a statistical significance between the students' responses regarding the effectiveness of time management and attributed this to the specialization variable.

This answers the second question:

Are there differences with statistical significance in time management between the students at (education-training- management) programs?

Table (5)

The mathematical mean, the standard deviation and the twist coefficient of the sample responses according to the accumulative degree

Axis	Excellence			Good			Very good			Accepted		
	M	S.D	ل	M	S.D	ل	M	S.D	ل	M	S.D	ل
Recognition of time value	٢٣.٦٠	٣.٤٣	-١.٣٤	٢٢.٩٧	٢.٥٤	-٠.١٨١	٢٢.٩٣	٢.٤٥	-٠.٢٩٤	٢٢.٢٠	٢.٠٦	-٠.٣٦٩
Short term planning	٢٨.٨٠	٢.١٦	٠.٩١٣	٢٨.٨٨	٢.٩٦	-٠.٣٥٥	٢٨.٩٥	٢.٥٦	-٠.٣٤٩	٢٩.٧٩	٢.٠٦	-٠.٤٧٢
Long term planning	١٩.٨٠	٤.٠٨	٠.٣١٢	٢٠.٩٤	٣.٠٥	٠.٠٧٠	٢٠.٨٧	٢.٦١	-٠.٠٠٢	٢١.٥٤	٢.٠٤	-٠.٣١٦
Time organization	٢٨.٢٠	٤.٥٤	-٠.٥٨٧	٢٨.٣٣	٣.٦٤	-٠.١٩١	٢٨.٧٢	٣.٧١	-٠.٥٠٦	٢٨.٧٥	٣.٤٠	-١.٠
Directing for time investment	١٢.٦٠	٢.١٩	-١.٢٩	١١.٤٨	٢.١١	٠.٠٢١	١١.٤٧	١.٩٣	-٠.١٦٤	١١.٣٠	٢.١١	-٠.٣٧٦
The control	١٤.٢٠	١.٣٠	٠.٥٤١	١٤.٣١	١.٦٩	-٠.١٠٣	١٤.٠٦	١.٨٧	-٠.١٢٦	١٣.٨٧	٢.٢١	٠.٢٢٤
Life skills	٢٧.٢٠	٣.٠٣	-١.٨٣	٢٦.٩٤	٣.٨٣	-٠.٢٠٣	٢٦.٨٩	٣.٧١	-٠.٧٠٥	٢٦.٣٧	٣.٤٣	-٠.٦٣٦
The total degree	١٥٤.٤٠	١٠.٠١	٠.٥٨٧	١٥٤.٠٩	١٥.٦٥	٠.٢٤٩	١٥٣.٩٨	١٣.٦٩	-٠.٣٦٤	١٥٣.٤٧	١٣.٦٠	-٠.٣١٧

table (5) shows that:

There are differences in the sample's responses according to the studied degrees on the form axis as well as the difference in the total degree. The twist coefficient was confined between (+3, -3) of all axis and this indicates that the sample is subject to the moderate curve.

Table (6)

The differences between the students of management program in their responses to the axis of time management questionnaire according to the accumulative degree (N= 17)

The axis	Very good (N= 6)		Good (N= 11)		T	The significance
Recognition of time value	٢٤.٦٦	٢.٧٣	٢٣.٧٢	٢.٣٢	٠.٧٤٩	٠.٤٦٥
Short term planning	٣١.٦٦	١.٧٥	٣٠.٧٢	٢.١٠	٠.٩٢٩	٠.٣٦٧
Long term planning	٢٤.٨٣	١.٦٠	٢٣.٠٩	٢.٢١	١.٦٩	٠.١١١
Time organization	٣١.٦٦	٣.٣٢	٣٠.٠٩	٢.٩١	٠.٣٧١	٠.٧١٦

Follow Table (6)

The differences between the students of management program in their responses to the axis of time management questionnaire according to the accumulative degree (N= 17)

The axis	Very good (N= 6)		Good (N= 11)		T	The significance
Directing to time investment	١٤.١٦	٠.٧٥٢	١٣.٠٩	١.١٣	*٢.٣٣	٠.٠٣٥
The control	١٥.٥٠	١.٥١	١٥.٠٩	١.٠٤	٠.٦٥٩	٠.٥٢٠
Life skills	٣٠.٥٠	٣.٠١	٣٠.٠	٢.٠٤	٠.٤٠٨	٠.٦٨٩
The total degree	١٧٣.٠	١٢.٢٨	١٦٦.٨١	١١.٦٤	١.٠٢	٠.٣٢١

- The significance > 0.5

Table (6) shows that:

There are differences with a statistical significance between the students at the management program who got (very good and good) degrees for the interest of the students who got (very good) degree as accumulative degree on the axis of (directing for time investment), whereas, there are no differences with a statistical significance on the remaining axis of the form as well as its total degree.

Table (7)

Analyzing the variation of the students' responses on the form axis according to the accumulative degree (N= 43)

The axis	Source of variation	Sum of squares	د.ح	Mean of squares	ف	The significance
Recognition of time value	Among degrees	٠.٥٩٩	٢	٠.٢٩٩	٠.٢٩٩	٠.٨٤٢
	Within degrees	٦٩.٥٨	٤٠	١.٧٤	١.٧٤	
Short term planning	Among degrees	٥.٨٤	٢	٢.٩٢	٢.٩٢	٠.٥٩٤
	Within degrees	٢٢١.٩٢	٤٠	٥.٥٤	٥.٥٤	
Long time planning	Among degrees	٠.٤٤٩	٢	٠.٢٢٤	٠.٢٢٤	٠.٨٩٧
	Within degrees	٨٢.٦٦	٤٠	٢.٠٦	٢.٠٦	

Follow Table (7)

Analyzing the variation of the students' responses on the form axis according to the accumulative degree (N= 43)

The axis	Source of variation	Sum of squares	د.ح	Mean of squares	ف	The significance
Time organization	Among degrees	٣.٠١	٢	١.٥١	١.٥١	٠.٩٠٤
	Within degrees	٥٩٩.٣٩	٤٠	١٤.٩٨	١٤.٩٨	
Directing to time investment	Among degrees	٠.٠٠٢	٢	٠.٠٠١	٠.٠٠١	٠.٩٩٣
	Within degrees	٨٥.١٣	٤٠	٢.١٢	٢.١٢	
The control	Among degrees	٤.٧٦	٢	٢.٣٨	٢.٣٨	٠.١٠٠
	Within degrees	٣٩.١٣	٤٠	٠.٩٧٨	٠.٩٧٨	
Life skills	Among degrees	٨.٢٧	٢	٤.١٣	٤.١٣	٠.٥٠٠
	Within degrees	٢٣٤.٤٦	٤٠	٥.٨٦	٥.٨٦	
The total degree	Among degrees	٣٨.١٤	٢	١٩.٠٧	١٩.٠٧	٠.٧٤٥
	Within degrees	٢٥٧٠.٥٤	٤٠	٦٤.٢٦	٦٤.٢٦	

- The significance> 0.05

Table (7) shows that:

There are no differences with statistical significance between the students who got the different accumulative degrees at the education program regarding their responses to the form axis.

Table (8)
Analyzing the variation of the students' responses at the training
program on the form axis according to the accumulative degree
(N=90)

The axis	Source of variation	Sum of squares	د.م	Mean of squares	ف	The significance
Recognition of time value	Among degrees	٠.٨٥٢	٣	٠.٢٨٤	٠.٠٥٤	٠.٠٥٤
	Within degrees	٤٥٦.٣٠	٨٦	٥.٣٠		
Short term planning	Among degrees	٤٨.١٩	٣	١٦.٠٦	*٢.٨١	*٢.٨١
	Within degrees	٤٩٠.٧٠	٨٦	٥.٧٠		
Long time planning	Among degrees	٦٦.٨٣	٣	٢٢.٢٧	*٢.٨٧	*٢.٨٧
	Within degrees	٦٦٧.١٦	٨٦	٧.٧٥		
Time organization	Among degrees	٣٩.٥٧	٣	١٣.٧٩	١.٢٢	١.٢٢
	Within degrees	٨٩٥.٣٢	٨٦	١٠.٧٨		
Directing to time investment	Among degrees	١٤.٦٥	٣	٤.٨٨	١.٤٨	١.٤٨
	Within degrees	٢٧٩.٤٣	٨٦	٣.٢٨		
The control	Among degrees	١١.٩٥	٣	٣.٩٨	١.٨٧	١.٨٧
	Within degrees	١٨٢.٤٤	٨٦	٢.١٢		
Life skills	Among degrees	١٨.٠١	٣	٦.٠	١.١٥	١.١٥
	Within degrees	٤٤٦.٠٤	٨٦	٥.١٨		
The total degree	Among degrees	٨٦٥.٥١	٣	٢٢٨.٥٠	*٢.٩٨	*٢.٩٨
	Within degrees	٧٩١٤.٧٢	٨٦	٩٦.٥٢		

- The significance> 0.05

Table (8) shows that:

There are differences with statistical significance between the students who got the fourth accumulative

degrees at the training program regarding their responses on the two axis of (short term planning and long term planning) as well the total

degree for time management. For calculating the significance of differences, we calculate L.S.D and table (13) shows that

Table (9)

The significance of differences by using L.S.D between the responses of the students at the training program according to the accumulative degree (N= 90)

The axis	Degree	M	excellence	Very good	good	Accepted
Short term planning	Excellence	٢٨.٨٠	___	٠.٤٨٠	*-٢.٣٢	-٠.٠٠٥
	Very good	٢٨.٧٥		___	*-١.٨٤	٠.٤٣٠
	Good	٢٩.٢٣			___	٢.٢٧
	accepted	٣١.٠٧				___
Long term planning	Excellence	١٩.٨٠	___	-٠.٦٧٣	*-٢.٦٧	٠.٤٥٠
	Very good	٢٠.٢٥		___	*-٢.٠	١.١٢
	Good	٢٠.٩٢			___	*٣.١٢
	accepted	٢٢.٩٢				___
The total degree for time management	Excellence	١٥٤.٤٠	___	-٣.٣٧	-١٠.٣٨*	٠.٣٧٧
	Very good	١٥٤.٧٧		___	*-٧.٠	٣.٧٥
	Good	١٥٨.١٥			___	*١٠.٧٦
	accepted	١٦٥.١٦				___

Table (9) shows that:

- There are differences with statistical significance between the students who got accumulative degree (excellence\ good) for the interest of the students who got (good) as accumulative degree. There are also differences between the students who got (very good- good) as accumulative degree for the interest of the students who got

(good) as accumulative degree on the short term planning.

- There are differences with statistical differences between the students who got (excellence\ good) degree as accumulative degree for the interest of the students who got (good) as accumulative degree. There are also differences between the students who got (very good- good) as

accumulative degree for the interest of the students who got (good) degree on the axis of long term planning.

- There are differences with statistical significance between the students who got (excellence\ good) as accumulative degree for the interest of the students who got (good) degree on the total degree for time management questionnaire.

Tables 6, 7 and 9 show that:

There are differences with statistical significance between the students who got (very good- good) degree at the management program for the interest of the students who got very good degree on the axis of directing to time investment.

The researcher attributes this to the clarity of notices and the guidelines that are directed to the management program alongside the success of the teaching staff in making them feel with self-trust and motivate them to continue in performing their activities and fulfilling the required tasks.

There are differences with statistical significance between the students who got (excellence\ good) degree for the interest of the students who got (good) degree on the axis

of short term planning and long term planning and the total degree of the students at the training program.

The researcher attributes this to the students' attempt at the training program who got (good) degree to put a timetable that includes a list of goals and the required tasks through the university year. These students endeavor to fulfill these tasks for the long and short term so that they can pass the evaluations in the curriculums with different difficulty. The students' views regarding the time are different according to the degree of their culture and future goals.

This comes in accordance to the results of the study conducted by Cemalopglu and Filiz (2010) (13) that indicate that the students' abilities in the time planning were the highest. These results are different from the results of the study conducted by Ahmed Al Siuf (2012) (2) which indicate that there are differences with statistical significance the students' usage for the strategies of time management that attribute to the accumulative rate and for the interest of the students who got

(very good and excellence) degree.

These results come in accordance to the results of the study conducted by Nadia Abu Donia (2003) (11) which indicated that there are differences with statistical significance in the time management according to the accumulative degree.

The results of the study conducted by Hessa Fakhro (2005) (4) indicate that the university specialization didn't indicate significantly to the indicator of the accumulative degree when it was studied with the variables of time management.

This answers the third question:

Are there differences with statistical significance between the students at (education- training- management) programs on the axis of time management questionnaire according to the accumulative degree?

The recommendations:

In the light of the research sample and procedures and according to the research results, the research recommends with the following:

1- Conducting many studies to know the reality of the time management inside the institutions of the university education.

2- Preparing training courses for the students of the study programs about the time management.

3- Applying a certain mechanism for overcoming the obstacles that occur in the different study programs.

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