

Impact of time management on High Education Students Academic Earning in KSA universities

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ملخص

تعتبر إدارة الوقت بمثابة إدارة حياة المرء بطريقة مناسبة ، وإدارة الوقت الجيد تعني تحديد ما يريد الفرد تحقيقه في الحياة وكيف ينبغي له إنشاء طرق لتحقيق رغباته وأهدافه. تناولت الورقة تأثير إدارة الوقت على التحصيل الأكاديمي لطلاب التعليم العالي في جامعات المملكة العربية السعودية. التي تتضمن برامج الدبلوم والماجستير والدكتوراه بثنت إحصائي قدره 57.57 % ، 30.27 % و 12.18 % على التوالي. تمثلت مشكلة البحث في صعوبات إدارة الوقت التي يواجهها طلاب التعليم العالي في جامعات المملكة العربية السعودية. استخدمت الورقة المنهج الوصفي بطريقتيه الفرعيتين ، الطرق الاستقرائية والاستنتاجية ، في حين تم استخدام الاستبيان لجمع البيانات وطريقة النسبة المئوية للتحليل.

لقد توصلت الدراسة إلى بعض النتائج والتوصيات ، تتضمن إدارة الوقت المناسب ضغطاً أقل وضغطاً أكبر ، واستجمام أكبر ، وإرضاء أكثر ، وإكمالاً ونجاحاً أكبر. مثل الموارد المحدودة الأخرى ، يمكن إدارة الوقت بشكل أكثر أو أقل فعالية.

تقترح الورقة أن الاختلافات بين طلاب التعليم العالي في جامعات المملكة العربية السعودية في ممارسات إدارة الوقت تمثل بعض الاختلافات في مقدار ما يحققونه خلال سنواتهم الدراسية.

يرتبط الإدراك الذاتي لامتلاك مهارات إدارة وقت جيد ارتباطاً مباشراً بمستويات الأداء. عادةً ما يكون الطلاب الذين يرون أنفسهم يتمتعون بمهارات جيدة في إدارة الوقت هم الطلاب الذين يشاركون بشكل أكبر ولديهم رغبة كبيرة في تحقيقه ، وغالباً ينتج عن ذلك مستوى عالي من الأداء.

لتحسين الأداء الأكاديمي لدى طلاب التعليم العالي ، يساعد الاجتهاد الشخصي وزيادة المشاركة في الأنشطة التي تبقي الجداول الزمنية مشغولة على تعزيز الاستفادة والتأثير الرئيسي على ممارسات إدارة الوقت والتي تحاول هذه الدراسة أن تسلط الضوء عليها ، حيث تؤثر مهارات إدارة الوقت على التحصيل الأكاديمي لطلاب الدراسات العليا في جامعات المملكة العربية السعودية.

توصلت الدراسة إلى العديد من النتائج والتوصيات ، منها أن يكون لطلاب التعليم العالي في المملكة العربية السعودية شخصية تنافسية والتي تم اكتسابها من المراحل التعليمية السابقة. وتشير البيانات أيضاً إلى أن أولئك الذين التحقوا بالتعليم العالي وتحديداً في برنامج الدكتوراه هم بالعادة ملتزمون بأدارة جداولهم الزمنية ، مقارنةً بأولئك الذين التحقوا ببرامج أخرى مثل الدبلوم العالي والماجستير.

يرى طلاب التعليم العالي في جامعات المملكة العربية السعودية ، الذين يرغبون في الحصول على درجات تعليمية عالية ، أنهم يتمتعون بمستوى عالٍ من إدارة الوقت ، مما ينتج عنه مستوى عالي في التحصيل الأكاديمي في بعض أو معظم المواد والاختبارات. هناك علاقة قوية وإيجابية بين تخطيط الوقت وإدارة الوقت والأداء الأكاديمي.

Key words: time management, High Education Students ,Academic Earning, KSA Universities.

1- Abstract

Time management is also considered to be the management of one's life in an appropriate manner, good time management means deciding what an individual wants to achieve in life and how he should establish ways to attain his desires and objectives. The paper handled the impact of time management on high education students academic earning in Kingdom of Saudi Arabia universities. The paper is inclusion of programs of Diploma, Master and Ph.D. with statistic scatter of 57.57%, 30.27% and 12.18% respectively. The statement of the problem can be grasped from difficulties of time management faced by high education students in KSA universities. The paper used the descriptive methodology with its both sub-methods the inductive and deductive methods, while the questionnaire was used for data collection and percentage method for analysis.

The study has arrived at some results and recommendations, Appropriate time management involves less stress and pressure, increased recreation, more contentment and greater completion and success. Like other limited resources, time can be more or less effectively managed. The paper proposes that differences among high education students in KSA universities in time management practices account for some of the differences in how much they achieve during their school years.

The self-perception of having good time management skills also is considered to have a direct correlation to performance levels. Students who perceive themselves as having good time management skills are usually the students who are more involved and have a high desire to achieve, an often resulting in a higher level of performance. To improve academic performance among high education students, self-attitudes and participation in activities that keep schedules busy will help enforce the principal influence - time management practices this study tries to focus as how time management skills influence students' academic earning in KSA universities.

The study has arrived at many of findings and recommendations, high education students in KSA should have competitive character that was acquired from their past educations stages. Data also suggests that, those enrolled in high education specifically in

PhD program were much capable in adopting their time tables, than those who were enrolled in other programs for example diploma and master. High education students in kingdom of Saudi Arabia universities, demanding high educational degrees, perceive themselves as having a high level of time-management, resulting in a higher earning in some or most subjects and tests. There is a significant and positive relation between time planning, time management and academic performance.

2- Introduction

To conduct this study, qualitative research design was implemented. Purposeful sampling was used to select 322 respondents according to students' GPA. The findings of the research will be beneficial for upcoming high education students, their parents, psychologists and high education staff.

There's no doubt that today's students are the future leaders for nation building. Students must study hard to enter good to take lead of his profession. Almost every high education student is focused on earning higher scores over his counterpart. However, earning such scores is not easy and demands certain skills, for instance, time management. Learners have to overcome various obstacles to achieve better academic performance measured by the GPA system. The Grade Point Average (GPA) system, as an indicator of the students' academic performance, is used in many countries around the world. KSA is no exception. Some factors can be sited as the barriers to students' high performance during the stay at home or University. These factors may be categorized as cognitive and learning factors, social activities and others.

3- Method participants

The participants in this study consisted of 322 Students of high education from different field of specialization, Sharia, Islamic Studies, Medicine, accounting, technology Science, Mathematics, ranging in age from 21 to 67years. Of these, 66% were women and 34% were men. In addition, 13% received their education abroad, and 73% of respondents are received their education from within, 81% of the respondents are married while 19% are not married. All participants were enrolled as part-time students at one other of the new high education revolution universities located in in KSA. Some of respondents are staff members but are either PhD or M.Sc. degree candidates.

4- Importance.

Time management plays a vital role in improving not only the academic achievement of students, but all life's goals of everybody.

5- The statement of the Problem:

The problem arises from those high education students faces very difficult situations to fulfill what they required to do. This problematic scenario begins from

different points; the social role point, the students are members in their societies, where every member has his own memberships obligations to play, what would be received by others as receivables of memberships rights. The students as households need to carry out duties associated with families. Doing this, due conflicts arises. The work-family conflict (WFC) literature suggests that work and family may interfere with each other in a number of ways (Greenhaus&Parasuraman,1987; Kanter, 1977; Voydan off, 1988).One common form is time-based conflict, which occurs when time demands associated with participation in one role interfere with participation in the other role(Greenhaus&Beutell, 1985).Recent research investigating the effects of time management behavior has identified three clusters of these behaviors. They include a) setting goals and priorities, (b) engaging in the mechanics of time management by making lists and schedules, and c) having a preference for organization (Macan, 1994; Macan, Shahani, Dip-boye, & Phillips, 1990). This research also suggests that these time management behaviors help to reduce strains such as learning dissatisfaction and understand ability complaints indirectly through their influence on perceived control of time. Recent time management research, however, has not examined the relationships between time management behaviors and consistency of high education students.

5- Data.

The obtained data and information about correlation tests via questionnaire are analyzed and interpreted by SPSS software. In this research, the researcher used descriptive statistical method (frequency tables, frequency percentage and frequency percentage diagram) to describe the research data and analytical statistics in order to analyze and interpret data. A questionnaire was used to collect information on all variables. Time management behavior (33 items) and perceived control of time (5 items) were measured by using both scales developed by Macan et al. (1990). The three subscales of this measure (setting goals and priorities, engaging in the mechanics of time management, and having a preference for organization) have demonstrated acceptable levels of internal consistency

6- Hypotheses:

The paper has three (three) hypotheses to demonstrate players what, who, when and how The research hypotheses are formulated based on the provided data in the related literature and the viewpoints of respectful university professors (Yin, 2003).

- a. Time management impacts high education student's consistency.*
- b. Consistency is a time based factor to revalue efficiency.*
- c. Efficiency is a master variable in the high education academic final achievement.*

Differences among high education students in KSA in time management practices account for some of the differences in how much they achieve during their school years (Martin, J., 2002.). High education students in KSA has come from different universities' culture, the reason what their attitudes toward managing their time differ strongly.

Table (1) explains, total of 322 questionnaires already distributed among study society, but 304 respondents are those who were actually responded to the survey which were measured as 94.4% out of the total number distributed among research society. A total of 18 questionnaires of distributed questionnaires number which is measured as 5.59% of total distributed questionnaires compared with 5.92% for actual received questionnaires were lost due to different reasons: (a) as matter of incompetent filing (excluded) this was measured as 5.27% of the distributed questionnaires compared with 5.59% for the actual received number of the questionnaires, b) just one questionnaire was recorded as lost after received or natural loss, which estimated as

7- Results and findings.

The paper has arrived to may results and recommendations;

First: Results.

a) There is a significant and positive relation between time planning, time management and academic performance. **b)** According to the survey results, High education students in KSA with high GPA are likely to have outstanding time management skills. Because, those students devote much time to academic related activities outside the class (reading books, working on projects, completing assignments). As respondents stated, it is urgent to manage time effectively in order to succeed in study and participate in estate high positions. **c)** Through this study the data suggests that students who are involved in Ph.D. programs are forced, by the nature of their schedules, to manage their time better than those who involved Master programs. So, those that are involved proved to have a higher overall academic performance. **d)** Managing their time high education students in KSA can directly reduce high education students will feel less stress level. **e)** reduce high education students, being productive is one of the main goals of time management. Because they are aware of what they need to do. **f)** Less Rework or double working – Also being organized results in less rework and mistakes. **g)** more Free Time – Especially PhD and Master candidates although they can't create more time, but they can make better use of it by managing their time. These two degrees are better to actualize anybody career. **h)** When high education students in KSA know what they need to do, they waste less time in idle activities.

Second :Findings.

i) high education students in KSA should have competitive character that has transferred from their activities. Data also suggests that, those enrolled in demanding majors perceive themselves as having a high level of time-management, resulting in a higher performance

level. High education students in KSA was measured as 0.31% of total distributed number, compared with 0.32% for the actual received 0.32%. Universities as well should maximize time management as culture On the other hand, the current and present condition of two components of time management and organizational culture is studied in this in threshold course when candidate register to enroll for the certain program (PhD, Master and diploma program), thus the research is of descriptive- survey type too as far as the method of data collection is concerned (Yin, 2003). Respondent's Martial status, however affects time management

8- Suggestion for Future Researches:

- a. It is suggested in future researches *to measure candidates culture of time management* after they earned their degrees Ph.D., Master and Diploma. In other world, papers in future could study the efforts in the distribution of time management as learned culture after they return to their business.
- b. It is suggested in future researches to carry out some other researches in the comparative study time management; *those who acquire their education from aboard and those who have acquired from KSA universities.*

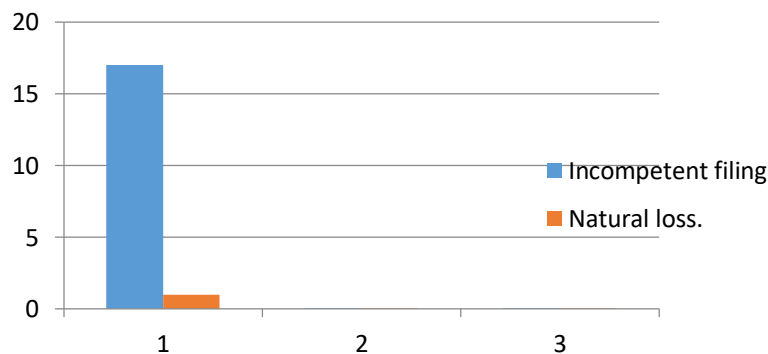
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Table (1) Total lost questionnaires.

Received questionnaires			322	304
Incompetent filing	17		5.27%	5.59%
Natural loss.	01		0.31%	0.32%
Total not received		18	5.59%	5.92%

Source: prepared by the researcher

Figure (1) incompetent filing and Natural loss questionnaires



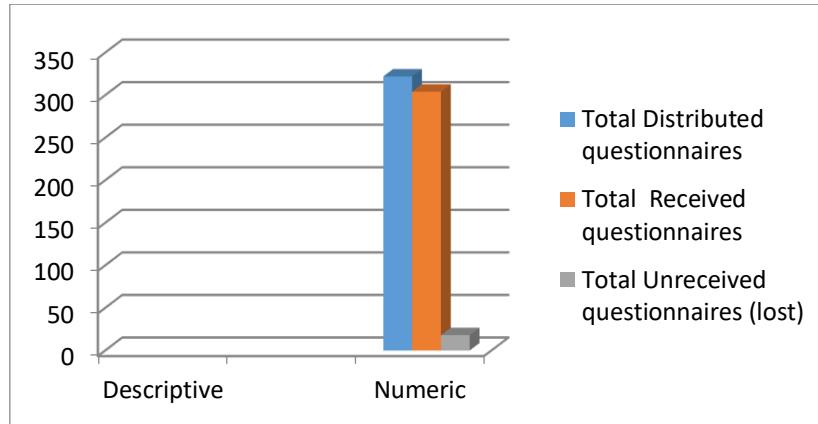
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Table (2) Total Distributed, received and unreceived questionnaires.

Descriptive	Total Distributed questionnaires	Total Received questionnaires	Total Unreceived questionnaires (lost)
Numeric	322	304	018
Percentage	5.59%	5.92%	0

Source: prepared by the researcher

Figure (2) Total Distributed, received and unreceived questionnaires.



Source: prepared by the researcher

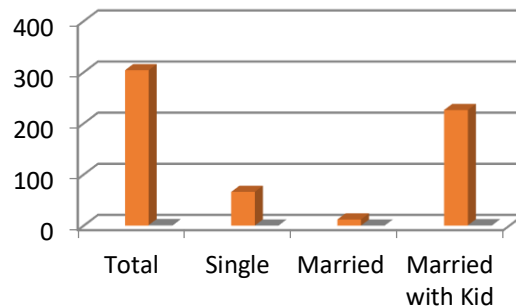
The table 66 respondents

Table (3) Respondent's Martial status.

Descriptive	Total	Single	Married	Married with Kid
Numeric	304	66	12	226
Percentage	100%	21.71%	3.94%	74.35 %

Source: prepared by the researcher

Figure (3) Respondent's Martial status.



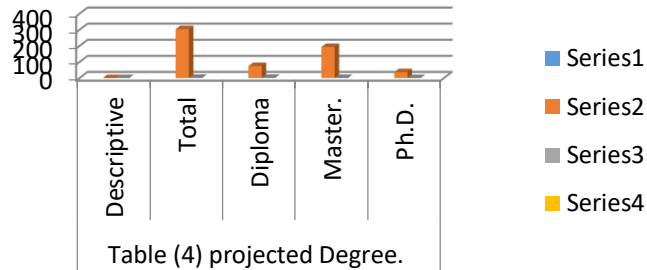
Source: prepared by the researcher

Table (4) High educational Degrees enrolled by respondent.

Descriptive	Total	Diploma	Master.	Ph.D.
Numeric	304	175	92	37
Percentage	100%	57.57%	30.27%	12.18%

Source: prepared by the researcher

Figure (4) High educational Degrees enrolled by respondent .



Source: prepared by the researcher

Table (2) The questionnaire

No.	Question	Always	Sometimes	Never
Hypothesis 1	a. I consistently, accomplish what needs to be done during the day.	147	115	42
	b. I consistently, always get assignments done on time	145	161	98
	c. c. Have a calendar but never use it consistently.	96	154	54
	d. d. I spend enough time planning , tiredly.	28	89	187
	e. Efficiently, I am able to meet deadline without rushing at the last minute .	76	151	77
Hypothesis 1	a. I effectively avoid spending too much time on trivial matters.	204	78	22
	b. I intentionally postpone decisions.	63	174	67
	c. I operate without keeping a calendar	28	89	187
	d. I operate without keeping a calendar	98	108	98
	e. I attempt too much at once	123	116	65
Hypothesis 3	a. I socialize to much at study	104	26	174
	b. I spend much time in social networks	74	169	59
	c. I plan time to relax and be with my friends	166	95	45
	d. I judge myself by accomplishment of tasks rather than by amount of activity	68	107	129
	e. I am satisfied with the way I use my time	19	198	87

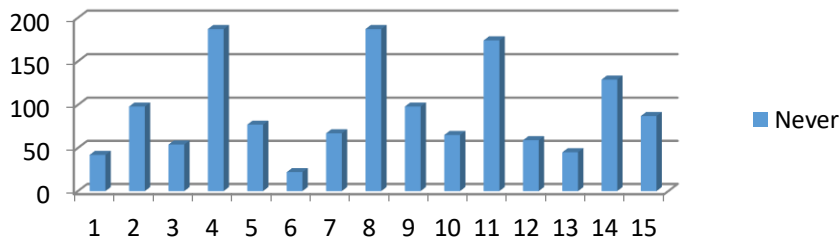
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Table (5) Questionnaire.

Hypothesis	Always	Sometime	Never
Hypothesis 1	147	115	42
	145	161	98
	96	154	54
	28	89	187
	76	151	77
Hypothesis 2	204	78	22
	63	174	67
	28	89	187
	98	108	98
	123	116	65
Hypothesis 3	104	26	174
	74	169	59
	166	95	45
	68	107	129
	19	198	87

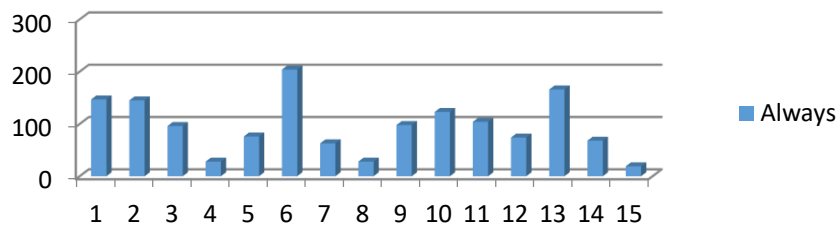
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Never



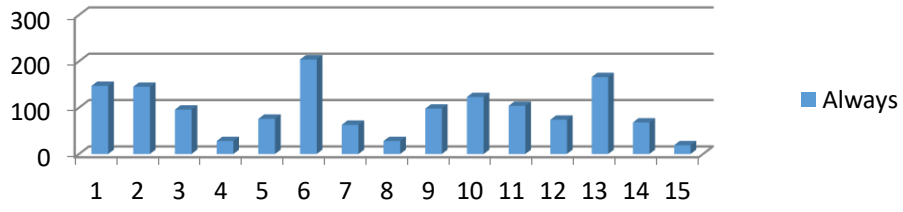
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Always



Source: prepared by the researcher

Always



Source: prepared by the researcher

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