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Determining Standard Levels for Time Management Skills degrees among Students (A Study on a Sample of Students from the Department of Physical Education and Sports)

Noureddine BEN NEDJMA[1], Noureddine SLIMANI[2]

[1]Institute of Sciences and Techniques of Physical and Sports Activities ,University M'sila, M'sila, Algeria, E-mail: Noureddine.bennedjma@univ-msila.dz, ORCID: https://orcid.org/0009-0009-3695-6956

[2]Institute of Sciences and Techniques of Physical and Sports Activities ,University M'sila, M'sila, Algeria, E-mail: noureddine.slimani@univ-msila.dz, ORCID: https://orcid.org/0009-0002-9581-1078

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Abstract:

This study aims to Determining standard levels for time management skill degrees among Students from the Department of Physical Education and Sports at the University of M'sila, the sample of this descriptive study consisted of students of Department of Physical Education and Sports at the University of M'sila (n=42), the data of the study was collected from the scale of time management skill, data analysis was performed using Statistical Package for Social Science , as a result the T-standard levels for the total scores of the time management skill of the study sample are determined within the very good level according to the normal distribution ratios , The standard level for the planning ,the organization, the guidance, the control, the time management obstacles field dimensions in the study sample is determined within the very good level according to the normal distribution ratios.

Keywords: Time Management skill, Standard levels, Physical Education and Sports.

Introduction:

Time management is the ability to use your time productively and efficiently you can could also think of it as the art of having to do everything that you need ,without feeling stressed about it sounds simple but it much harder in practice. Time management plays a vital role in improving student's academic performance and achievements. Each and every student should have time management ability which includes setting goals and priorities, using time management mechanism and being organized in using time(Adham Alyami, Abdulrahman,2021,p470).

As to the management of time, Erdem (1999) defines it as the implementation process of management functions such as planning, organizing and controlling one's own activities in order to reach targets in an individual's private and working life in the most efficient and effective way.

Sayan (2005) defines time management as an opportunity to provide more time for better planning of a career, preparing for the future, reading more and learning more, following developments and improvements in technology, sparing more time for family members and acquaintances, entertaining, thinking, creating new ideas and starting new projects.

To Uğur (2000 p18), time management is the effort of using time efficiently as an essential resource to reach aims and targets. Efil (2000) define it as an individual's power to

determine a particular target among various priorities.**(**Alpturk Akcoltekin Ardahan,2015, p2243).

Throughout the history, there has been great emphasis on the effective and efficient management of time, which has also been considered the key to success . It has also been advised to start practicing time management from the early student life time management has also been defined as a form of self-management with a clear emphasis on time in understanding what activities to do how to do them more efficiently, in what time it should be done and when is the correct time to the particular activity . Whereas performing goal directed activities with the purpose of using time efficiently defines time management as "behavior" (Aeon & Aguinis, 2017).

The time management behavior has three basic surfaces that are: time attitudes, long-range planning and short-range planning (Adham Alyami, Abdulrahman Abdulwahed,2021,p471).

There have been many studies that found association between greater academic achievement and effective time management as students acquire strategies that helps them in meeting competing demands (Nadinloyi et al., 2013; Kharadze, Gulua, & Davit, 2017). The curriculums in higher education institutes are designed in a way that gets to peak and troughs in the workload of student requiring them to manage between their work-life balance, (Adham Alyami, Abdulrahman Abdulwahed,2021,p472).

Time management is focused on solving problems. Examples of common problems are; being unable to deal with distractions, deadline pressure, and procrastination, and self-discipline, ambiguity of personal goals, not being able to say "no", excessive social relations, indetermination, perfectionism and messy task (Adebayo, 2015,p 2).

Time management can be defined as clusters of behavioral skills that are important in the organization of study and course load (Lay & Schouwenburg, 1993). Empirical evidence suggests that effective time management is associated with greater academic achievement.(Adamsand erik ,2019,p2).

Time is a priceless resource and continues to pass by without coming back. The secret to achieve success in life is effectively managing this resource that everyone possesses equally and paying sufficient emphasis to plan.

The term "time management" became familiar in the 1950"s and 1960"s as referring to a tool to help managers make better use of available time. The concept of time management comes from Frederick Winslow Taylor for early analysis of motion and time studies of workers with purpose to reduce unproductive work tasks and time wasting,(Muta umugam,Ganesan Shanmugavelu,2021,p330).

Time management is sometimes a necessity in any project management because it determines the project completion time and scope. It's conjointly vital to know that each technical and structural variations in time management exist because of variations in cultural ideas of your time. It seems like there is never enough time in the day, but since we all have the same 24 hours, why do some people achieve so much more with their time than others (K. Ranjitha , A. Geetha, , Arunkumar,2020,p 4604).

Academic time management refers to the collection of behavioral skills students use to budget their time efficiently to organize their study load and achieve their educational goals (Lay & Schouwenburg, 1993). Time management skills are associated with positive academic outcomes, including higher course grades and GPA (Balduf, 2009; Adams & Blair, 2019), developing better study habits (Krause & Coates, 2008), and reducing procrastination (Wolters,Won, & Hussain, 2017).

Additionally, students with better time management skills report less academic stress and anxiety (Hafner et al., 2013), greater perceived control over their time and activities (Classens et al., 2004; Hafner et al., 2013), and an improved quality of life beyond the academic setting (Wang et al., 2011). Time management skills are particularly important for online students, as online courses require more self-directed learning. Indeed, time management skills were identified as a dominant predictor of academic achievement in online courses (Lee, 2002); however, online students often struggle to manage their time effectively **(**Alison Kelly, Kelly Cuccolo, Virginia Clinton-sell,2022,p86).

Even though students are frequently encouraged by instructors to use effective time management strategies, research evaluating the effectiveness of time management interventions in academic settings is limited. Thus far, only three known studies have examined the impact of time management interventions on college students. Stevens et al**(**Alison Kelly, Kelly Cuccolo, Virginia Clinton-Lisell,2022,p90).

Time is a significant aspect in day-to-day life since it influences a person's success or the achievement of various groups, such as students (e.g., Pehlivan, 2013; Nasrullah & Khan, 2015; Pugh & Nathwani, 2017). According to Britton, and Tesser (1991, p. 405), “students' time is a scarce resource”. Time is one of the most valuable commodities and assets in life and should be used positively because of its real wealth (Edmond Kwesi,Agomeda,Samuel Obed,Fancis Britwum,2021,p172).

However, many students find it hard to regulate both their studies and their external lives (van der Meer, Jansen, & Torenbeek, 2010) leading to time mismanagement, poor sleep patterns, and increased levels of stress (Hardy, 2003). Poor time management behaviours, such as not allocating time properly or lastminute cramming for exams are sources of stress and poor academic performance (Britton & Tesser, 1991). Rabin, Fogel and Nutter-Upham (2011) found that 30% to 60% undergraduate university students regularly post pone their academic tasks. Similarly(Edmond Kwsi,Agormedah,Samuel Obed amoah francis ,Britwum,2021,p173).

Without good time management skills, we can easily fall behind in fulfilling our responsibilities and feeling exasperated. Time is a valuable resource whereby our attitude to it and the way we use it makes the difference between success and failure, fitness and poor health, peace of mind and anxiety or depression (Jone, 1997). Since time always passes at a constant speed, one has to care for the time allocated to him/her. The Time management, job performance, and al-wasatiyyah 173 amount of time daily, monthly, or yearly is the same for all (Rafikul Islam, Md Yousuf Ali, and Noor Mohammad Osmani,2021,p173).

The study purpose was about knowing the standard levels of time management skills for students of Department of Physical Education and Sports at the University of M'sila.

General hypothesis:

The T standard levels for the total scores of the time management skill of the study sample are determined within the very good level according to the normal distribution ratios.

Partial hypotheses:

-The standard level for the planning field axis in the study sample is determined within the very good level according to the normal distribution ratios.

-The T standard level for the organization field axis in the study sample is determined within the very good level according to the normal distribution ratios.

-The next standard level for the guidance field axis in the study sample is determined within the very good level according to the normal distribution ratios.

-The T standard level for the field of control axis in the study sample is determined within the very good level according to the normal distribution ratios.

-The T standard level for the dimension of the field of time management obstacles in the study sample is determined within the very good level according to the normal distribution ratios

1-Study Aims:

- The Study aims to know time management skill degrees among students of the Department of Physical Education and Sports at the University of M'sila.

-The study aims to determine standard levels time management skill degrees among students of the Department of Physical Education and Sports at the University of M'sila.

2- Importance Study:

The importance of the study lies in the importance of time management for students (and everyone else) is about making your day purposeful. It is about taking control of the time you have and optimizing it for focus, produtivly, and above all, balance. Before we list out the time management tips for students, it is crucial for students to understand why time management is important.

All of us should make the most of the limited amount of time we have in a day. It is very easy to get wrapped up in a fury of various activities and accomplish less. Managing time effectively enables students to become more confident, and organized, and learn more efficiently. Effective time management skills are particularly essential for high school students, as they have to deal with more subjects, tests, assignments, and extracurricular.Time management techniques can help students be on track and cope with the stress of added responsibilities.

3.Key words:

3.1-Time management skill: Time management plays a vital role in improving student's academic performance. Every student should have time management ability which includes setting goals and priorities, using time management mechanism. The basic problems or constraints related to time management are similar, spending hours on social networking

sites, no proper schedule, organization, guidance, targets, missions, objectives or vision and social engagement(Wasan Yahya Alsalem, Lujain Abduh Alamodi,2017,p3042).

3.2 Standard levels: It is a set of terms and conditions that are considered the basis for qualitative and quantitative judgment by comparing these conditions with what exists, arriving at the strengths and weaknesses. This shows that the raw scores that They are reached and concluded from the application of tests and have no significance or value unless they are transformed into standard scores. Variables are one of the important conditions that must be met in tests (Allawi and Radwan 2008).

4.Previous Studies:

***Study n°(1):** (Determining the standard level sof spontaneous cognitive flexibility among master's students at the institute of Sciences and Techniques of Physical andSports Activities)(2023) by Amina Bougherra, Ameur Hamlaoui, Ahmed Lebchiri ,scientific article journal of physical education of students,The main purpose of this study is to determine the standard levels of spontaneous cognitive flexibility among master's students at the institute of sciences and techniques of physical and sports activities Mohamed Boudiaf msila university In this study we employed the descriptive approach, the research sample consists of 50 master's students of sciences and techniques of physical and sports activities(males and females),25 from educational specialization and (25) from training specialization, and to measure the level of spontaneous cognitive flexibility we utilized the cognitive flexibility scale as the designated scale.

At the end of this study the results indicated a good level in spontaneous cognitive flexibility among students of sciences and techniques of physical and sports activities.

Furthermore, there were no significant differences spontaneous cognitive flexibility and its sub-skills on the student's specialization (education and training).

***Studyn°(2):**(Supporting individual time management through the capture and display of temporal structures) (2005) by Dezhi Wu a thesis submitted in conformity with the requirements for the degree of Doctor New Jersey Institute of Technology Supporting individual time management through the capture This thesis work examines the time management strategies of individuals in an academic institution and gathers information on the complex temporal structures they experience and manage.Its focus is on understanding the relationship between the quality of individual time management and an individual's understanding and use of temporal structures. This work consists of an exploratory field study to gather data on how people use temporal structures with electronic tools. It is followed by a survey that is given to a larger group of respondents in the same subject population examined with the field study.. This study demonstrates that the use and understanding of temporal structures is an important component for good individual time management. Four properties of individual time management quality were identified and utilized to characterize who are good time managers.

***Study n°(3):**(A Comparative study of time management behavior ofmedical and enginrrring students in manipur) (2022) by Nongmeikapam Jinalee a thesis submitted in partial fulfillment of the requirement for the degree of doctor of philosophy department of

management school of economics, management and information science Mizoram University Department of Management, This research has been conducted only on the medical and engineering students of Manipur. Therefore generalizing the research results on all the college and university students of Manipur would not be a wise decision.The results might get contradictory points when the entire student population of all the colleges and universities of Manipur is considered instead of only medical and engineering students of Manipur. Had the entire student population be covered in the study, more accurate and generalized results might be observed. In this research, time management has been studied with respect to study habit, academic performance and social media interest. Many more dimensions like family influence, social and cultural perspectives, peer influence etc. can be added and can further explore the influence of such dimensions on time management behavior of a selected population. Strong theoretical framework and empirical examination of time management is a need and further research should aim at developing better theoretical frameworks and time management models.

***Study n°(4):** (A Study on The effectiveness of time management among secondary school principals in Damascus Governorate) (2018) by Abdulai Abukari a dissertation submitted in fulfillment of the requirements for the degree of master of education management leadership and policy at the British University in Dubai and the University of Damascus ,This study aims to identify the average time spent by the secondary school principals in Damascus Governorate from the official working time on all tasks required by virtue of their position for each level of school management: administrative, technical and social. Moreover, to detect the impact of independent variables of the principal, school, and educational zone. The study sample consisted randomly of (70) principals, representing 75% of the total study society. A tool developed based on educational literature and questionnaires used in previous studies. Then presented it to arbitrators at the British University in Dubai and the University of Damascus, to verify its authenticity. Stability verified using (Cronbach Alpha). The questionnaire consisted of three parts: the principal's data, school, and educational zone, the amount of time spent on the day-to-day administrative work, and time management according to the three administrative levels. The study results are: A difference in total working hours between male and female managers. A difference in the performance time of various administrative tasks. A difference in ordering tasks according to their importance. No differences in time management performance according to the independent variables.

5.Psychometric Characteristics of the Scale:

5.1.Content Validity:

The initial image of the tool was shown to a number of professors in psychology and educational sciences, and a professor in the Department of Physical Education and Sports ,this is to express an opinion on the scale axes, and the validity and appropriateness of the phrases put in place to determining standard levels for time management skill degrees among students of the Department of Physical Education and Sports at the University of M'sila.

5.2. The Reliability: the reliability coefficient of time management skills scale was (0.760).

5.3. TheValidity: the validity coefficient of time management skills scale was(0.871).

6.StudyMethodology: we used an descriptive method in this study.

6.1.Study population: of all the The research population included 80 students of Department of Physical Education and Sports.

6.2.Study Sample: the research sample included (42) master students with First and Second year of Master degree (males) Their age ranges between (22-24) years who were active students at Department of Physical Education and Sports at the University of M'sila.In the academic year of (2023-2024),we chose them with a random method; all students agreed to participate in the study, the study protocol was approved by Ethic Committee of the University Mohamed Boudiaf M'sila Algeria.

6.3. Study Tools: to collect the data we used in this study, time Management Skills scale,with three degrees (yes, sometimes,no) were distributed for the purpose to determining standard levels for time management skill degrees among students of Department of Physical Education and Sports at the University of M'sila.

6.4.Study variables :

-Independent variable: Standard Levels for Time Management Skill.

-dependent variable: Students of Department of Physical Education and Sports at the University of M'sila.

6.5. of study :

- Human field: 42 students of sports.
- Spatial field: Department of Physical Education and Sports at the University of M'sila.Algeria.
- Temporal field: from 10/09/2023 to 12/12/2023.

8-Study results: After unpacking the scales' data into the computer and processing them in the Statistical Package for Social Science (SPSS) version, we obtained the following results:

Table No. (01) represents the standard levels for the axis of the planning field

Levels	T Grade	Percentage	The Proportion in a Normal Distribution	Repetition
excellent	80-70	2.38	2.14	01
very good	70-60	9.52	13.59	04
Good	60-50	50	34.13	21
middle	50-40	21.42	34.13	09
acceptable	40-30	16.66	13.59	07
Weak	30-20	00	2.14	00

The table above shows the standard levels for the planning field axis through the T-standard scores calculated based on the basic Z-score. We note that there are six basic levels starting from the arithmetic mean of the T-standard score with a fixed standard deviation between all levels. Accordingly, the researcher compared the true percentage of sample frequencies within the specified level. And its equivalent in the normal distribution for the same level.

The researcher points out that the largest percentage was determined to be within the good level (50%) and with a T grade within the range [50-60], which is greater than the

percentage that corresponds to it in the normal distribution (34.13%), and this represents 21 students out of the total study sample, followed by the acceptable level. by (16.66%).

It is relatively larger than the normal distribution that corresponds to it, but the relative fit was within the excellent level at an estimated rate of (2.38%) compared to its corresponding normal distribution.

On the other hand, the researcher points out the clear discrepancy in the levels of the study sample in the planning field dimension of the remaining levels, and that they differ fundamentally from what corresponds to them in the normal distribution, so that the percentages obtained are less than they should be, and this is due to several variables, most notably extreme values, sample size, sampling method, and limits. The upper and lower dimensions of the planning field.

Table No. (02) represents the standard levels of the organization field dimension

Levels	T Grade	Percentage	The Proportion in a Normal Distribution	Repetition
Excellent	80-70	00	2.14	00
very good	70-60	14.28	13.59	06
Good	60-50	33.33	34.13	14
Middle	50-40	38.09	34.13	16
Acceptable	40-30	11.90	13.59	05
Weak	30-20	2.38	2.14	01

The table above shows the standard levels for the axis of the field of organization through the T-standard scores calculated based on the basic Z-score. We note that there are six basic levels starting from the arithmetic mean of the T-standard score with a fixed standard deviation between all levels. Accordingly, the researcher compared the true percentage of sample frequencies within the level. The determinant and its equivalent in the normal distribution for the same level.

The researcher points out that the largest percentage was assigned to the average level (38.09%) and with a T grade within the range [40-50], which is greater than the percentage that corresponds to it in the normal distribution (34.13%), and this represents 16 students out of the total study sample, followed by the good level. Very high (14.28%), which is relatively larger than the normal distribution that corresponds to it. However, the relative matching was within the weak level with an estimated rate of (2.38%) compared to its corresponding normal distribution.

On the other hand, the researcher points out the clear discrepancy in the levels of the study sample in the dimension of the field of organization for the remaining levels, and that they differ fundamentally from what corresponds to them in the normal distribution, so that the percentages obtained are less than they should be, and this is due to several variables, most notably extreme values, sample size, sampling method, and limits. High and low according to the scope of the organization.

Table No. (03) represents the standard levels of the guidance field dimension

Levels	T Grade	Percentage	The Proportion in a Normal Distribution	Repetition
Excellent	80-70	2.38	2.14	01
very good	70-60	9.52	13.59	04
Good	60-50	26.19	34.13	11
Middle	50-40	52.38	34.13	22
Acceptable	40-30	9.52	13.59	04
Weak	30-20	00	2.14	00

The table above shows the standard levels for the guidance field axis through the T-standard scores calculated based on the basic T-score. We note that there are six basic levels starting from the arithmetic mean of the T-standard score with a fixed standard deviation between all levels. Accordingly, the researcher compares the true percentage of sample repetitions within the level. The determinant and its equivalent in the normal distribution for the same level.

The researcher points out that the largest percentage was assigned to the intermediate level (52.38%) and with a grade of T in the range [40-50], which is greater than the percentage that corresponds to it in the normal distribution (34.13%), and this represents 22 students out of the total study sample.

owever, the correspondence The percentage was within the excellent level with an estimated rate of (2.38%) compared to its counterpart in the normal distribution.

On the other hand, the researcher points out the clear discrepancy in the levels of the study sample in the guidance field dimension for the remaining levels, and that they differ fundamentally from what corresponds to them in the normal distribution, so that the percentages obtained are less than they should be, and this is due to several variables, most notably extreme values, sample size, sampling method, and limits. The upper and lower dimensions of the guidance field

Table No. (04) represents the standard levels of the control field dimension

Levels	T Grade	Percentage	The Proportion in a Normal Distribution	Repetition
Excellent	80-70	4.76	2.14	02
very good	70-60	7.14	13.59	03
Good	60-50	28.57	34.13	12
Middle	50-40	40.47	34.13	17
Acceptable	40-30	16.66	13.59	07
Weak	30-20	2.38	2.14	01

The table above shows the standard levels for the control domain axis through the T-standard scores calculated based on the basic Z-score, where we note that there are six basic levels starting from the arithmetic mean of the T-standard score with a fixed standard deviation between all levels. Accordingly, the researcher compares the true percentage of sample frequencies within the level. The determinant and its equivalent in the normal distribution for the same level

The researcher points out that the largest percentage was assigned to the average level (40.47%) and with a grade of T in the range [40-50], which is greater than the percentage that corresponds to it in the normal distribution (34.13%), and this represents 17 students out of the total study sample, followed by the acceptable level. At a rate of (16.66%), which is relatively larger than the proportion of the normal distribution that corresponds to it, however, the relative matching was within the weak level at a rate estimated at (.2.38%) compared to what corresponds to it in the normal distribution.

On the other hand, the researcher points out the clear discrepancy in the levels of the study sample in the control field dimension for the remaining levels, and that they differ fundamentally from what corresponds to them in the normal distribution, so that the percentages obtained are less than they should be, and this is due to several variables, most notably extreme values, sample size, sampling method, and limits. High and low due to the scope of supervision.

Table No. (05) represents the standard levels for the dimension of the field of time management obstacles

Levels	T Grade	Percentage	The Proportion in a Normal Distribution	Repetition
excellent	80-70	2.38	2.14	01
very good	70-60	7.14	13.59	03
good	60-50	42.85	34.13	18
middle	50-40	33.33	34.13	14
acceptable	40-30	11.90	13.59	05
weak	30-20	2.38	2.14	01

The table above shows the standard levels for the axis of the field of time management obstacles through the T-standard scores calculated based on the basic Z-score.We note that there are six basic levels starting from the arithmetic mean of the T-standard score, with a fixed standard deviation between all levels. Accordingly, the researcher compares the true percentage of sample frequencies. Within the specified level and its equivalent in the normal distribution of the same level.The researcher points out that the largest percentage was assigned to the good level (42.85%) and with a grade of T in the field [50-60], which is greater than the percentage that corresponds to it in the normal distribution (34.13%), and this represents 18 students out of the total study sample. However, The relative conformity was within the excellent and poor level at an estimated rate of (2.38%) compared to what corresponds to it in the normal distribution in addition to the average level. On the other hand, the researcher indicates that the variance in this dimension is less compared to other areas in the levels of the study sample.

Table No. (06) represents the standard levels for the total score of time management skill.

Levels	T Grade	Percentage	The Proportion in a Normal Distribution	Repetition
Excellent	80-70	4.76	2.14	02
very good	70-60	4.76	13.59	02
Good	60-50	38.09	34.13	16
Middle	50-40	38.09	34.13	16
Acceptable	40-30	14.28	13.59	06
Weak	30-20	00	2.14	00

The table above shows the standard levels for the total score of the time management skill through the T-standard scores calculated based on the basic Z-score. We note that there are six basic levels starting from the arithmetic mean of the T-standard score with a fixed standard deviation between all levels. Accordingly, the researcher compares the true percentage of repetitions within the sample. The specified level and its equivalent in the normal distribution of the same level.

The researcher points out that the largest percentage was assigned within the good-average level (38.09%) and with a T grade within the two fields [50-60] and [40-50], which is greater than the percentage that corresponds to it in the normal distribution (34.13%), and this represents 32 students. Of the total study sample, the next level is acceptable with a percentage of (14.28%), which is relatively larger than the normal distribution percentage that corresponds to it On the other hand, the researcher points out the clear discrepancy in the levels of the study sample in the total degree of time management skill for the remaining levels, and that it differs fundamentally from what corresponds to it in the normal distribution, so that the percentages obtained are less than they should be, and this is due to several variables, most notably the outliers, the sample size, and the sampling method. The upper and lower limits of the scale.

Conclusion:

as a result The T standard levels for the total scores of the time management skill of the study sample are determined within the very good level according to the normal distribution ratios.

The standard level for the planning field axis in the study sample is determined within the very good level according to the normal distribution ratios. The T standard level for the organization field dimension in the study sample is determined within the very good level according to the normal distribution ratios.The next standard level for the guidance field in the study sample is determined within the very good level according to the normal distribution ratios.The T standard level for the field of control dimension in the study sample is determined within the very good level according to the normal distribution ratios.-The T standard level for the dimension of the field of time management obstacles in the study sample is determined within the very good level according to the normal distribution ratios. Two other factors that go hand in hand with academic success in college are time management skills and study habits.College is the first time in many students' lives when they can determine what schedule they will follow. Some students struggle with that

responsibility, and have trouble allotting enough time towards academic activities such as studying. Britton and Tesser , point out that educational achievement, like intellectual achievement, takes time, and is affected by time management practices. Course work at the University level and specifically as the student progresses through his major requires time management skills and good study habits to ensure success. Britton and Tesser , explain that "67% of students at a particular university report that their greatest personal need (of 40 needs on a checklist) was to 'manage my time more effectively'" (p. 406). College students have a limited amount of time to allocate to academics, and unfortunately Ogletree and Drake explain that an increase of time spent on a leisure activity, such as video games could result in problematic consequences in other areas. Students that have good time management skills are more confident and less stressed with the day to day tasks that come about. Grades depend on the quality of work that is done, and the quality of performance is affected by time management; therefore,grade point average would be expected to be influenced by time-management skills». Time management affects how much a student studies, as well as how.

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