

Time Management Skills of Sixth Literary Students Upon Their View Point

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Abstract

The scientific and civilizational progress that we have touched on various aspects of our contemporary life has become a reality embodied in the reality of our human societies due to its ability and skill to plan well the available time to it and make the best use of it, so it has become an urgent need to adopt scientific and technological systems as a necessity of the continuation of life, so our schools were obligated Keeping pace with scientific developments; to achieve educational outcomes with more efficiency and more effectiveness to alleviate educational problems, which are effective in developing time management skills, The importance of research can be explained in the following points:

1- Explain the students 'role in maintaining, managing and investing time correctly.

2- The importance of this research stems from the novelty of its topic as it represents a real response to one of the most prominent issues and challenges facing our schools.

So the aim of the current research is to identify the time-management skills of sixth-graders of literary students from their point of view, and it was limited to sixth-graders of literary students in Al-Qadisiyah governorate schools for the academic year (2018-2019).

To achieve the goal of the research, the two researchers used the descriptive approach and building a scale of time management skills. The research sample consisted of 400 students from the original community who were randomly selected. As for the research tool, a time management skills scale consisting of (20) items, and its validity and reliability were confirmed.

The two researchers statistically processed the data to extract the results using the Pearson correlation coefficient and the t-test for one sample, and the results showed that time management skills among sixth literary students were good and they had poor planning skill, and in light of the results the researchers developed a number of conclusions, recommendations and suggestions.

Keywords: Management; Skills; Students; Time

Chapter One

1.Research problem Poor investment of time is one of the reasons that lead to increasing workloads and stress for individuals and failure to properly perform the duties and tasks assigned to them in a manner that ensures the achievement of the desired goals, in addition to waste the time of private life.

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Since time is the real investment to focus on, it was necessary to support the student's time management skills in an organized manner, to make it an influential element in achievement, and given the busyness of students and the loss of their time in connection to the Internet and their difference in organizing the available time for educational decisions and various educational activities, this will result in weakness in The level of educational attainment and estimates, which is due to their individual abilities or the inability to organize time, and some studies have indicated a lack of optimal use of time, which leads to a reluctance to study, which in turn leads to poor achievement.

Therefore, the studies, educational and psychological researches indicated that most students possess some skills through books and general knowledge, but most of them did not reach the effective role in time management except rarely, So the problem is determined by students having the ability to help them in organizing their time, and here the researchers identified the research problem With the following question: - what are the time management skills for literary sixth graders?

2. Research Importance

The importance of the current research is summarized by:

- 1- Enriching the theoretical educational literature, due to the lack of studies - according to the researchers' knowledge - that dealt with the issue of time management skills for middle school students, especially the sixth literary grade, and thus this study will add a knowledge and application dimension in this field.
- 2- The study highlights the importance of time management skills due to its role of activating capabilities: creative and practical, and increasing student achievement.
- 3- The possibility of opening the way for other studies and research, in the field of optimal investment of time.
- 4- The importance of successful time management as it makes the individual successful, distinct from his peers at work, and aware of the requirements to achieve goals

3. Research Objective:

The current research aims to identify : Time management skills for sixth literary graders.

4. Research Limits:

The current research is limited in : -

- Human limit: - Sixth literary students.
- Time limit: - The academic year (2018-2019).
- Spatial limit: - Al-Diwaniyah Governorate / General Directorate for Education of Al-Qadisiyah

5. Defining the terms

5.1. Time management skills

It defined by (Al-Ajmi, 2000) as: The best use of time, and the available capabilities, in a way that leads to achieving important goals through organization, direction, planning, and follow-up in order to use time effectively in the future (Al-Ajmi, 2000, 171).

It also defined by (Abu Al-Nasr, 2008) as: A set of skills through which we can plan, organize, direct, control and lead to its performance in order to ensure the progress of education as efficiently and effectively as possible within a specific time period to ensure the best teaching. (Abu Al-Nasr, 2008, 62)

Chapter Two

2.1.Theoretical Background

2.1.1. The Concept of Time Management:

Time characterized by features that we must realize as it should, and deal with time in its light. It passes through the clouds, and what has passed from it is no longer irreplaceable. This is one of the most important characteristics of time, as it is a container for every work and every production, it is the real capital of a person, individual or Societies, and that time is part of its existence and actions. It is life. So what is human life except the time spent from the hour of his birth until the hour of death.(Maberg, 2010, 28)

Time management is one of the factors affecting performance, Good and effective implementation knows the time limits. If we do not improve the use of this time, we are forced to continue to work or take some of these actions to end it at home. Sometimes we have to use the two methods together, which reduces the opportunity to relax rest and time to engage in recreational activities, that we desire and restore our vitality and activity and help us to carry out our business the next day.

Time management is defined as restrict, limit, organize and appropriately distribute time in suitable way invested every moment for optimal investment in light of appropriate schemes joining the goals to be achieved and the practices and methods that will be implemented, with the time set for this implementation without waste, and subjecting all of those to continuous monitoring and evaluation. (Al-Serafi, 2010, 5)

The researchers define time management as "the optimal use of time and other available resources, with the aim of achieving the expected goals within a specific time frame"

Time management is also defined as the management of business activities that are performed at the time, and means the best use of time, and the available capabilities, and in a way that leads to the achievement of important goals. Time management includes how to deal with the recent time and to analyze it with planning to get benefit from time in the future, depends on the type of objective set, and on the basis of that planning is done on the basis of that goal and organization for it and all this needs to be controlled and administrative leadership with high efficiency to achieve the goals set in a specific time period, and how to optimize the use of time depends on the efficiency of the administrator and the capabilities available and others (Farhat, 2011, 24)

2.1.2.Time management skills

We find that time management skills have an effective effect on education as follows:

2.1.2.1.Planning:

Any work is difficult to do without prior planning, nor can planning be done without considering the time and time factor, because it links the past with the present to create the future and draw it in a way that suits our needs and desires, it is the basis of the administrative process because it helps to define goals and clarify them and shows the stages of work To reach these goals, it includes continuous development in performance and implementation, it excludes implementation from randomness and creates the path for policy formulation and make decisions, Planning determines the goals and actions that must be done in the appropriate way and time to implement them, and it is flexible so that it takes all variables into account and prevents duplication and inconsistency, leading to achieve goals in shortest time and with least effort and

money, The accuracy and success of planning depends primarily on the extent of success in monitoring the future movement in conditions And the possibilities of change that will occur during future implementation .decision-making.

There are two main components of planning:

1- Predicting the future

Where the plans depend on the estimates expected to be achieved in the future, based on accurate, objective and comprehensive information taking into account the possibility of error and willingness to reduce the possibility of falling into it.

2- Preparing for the future

The plans depend on the availability of information, statistics and appreciation of the human and material capabilities that contribute to face future conditions and maintaining reliability in the plan until achieving the goals.

Through the foregoing, the student should prepare daily plans consisting of a list of works with a timetable to complete them, and work to predict future needs to study and prepare to meet these needs through setting plans and prioritizing the work and safety planning for time management in actions that includes the future vision of educational processes and what should work and how to reach the set goals, as well as making good use of the available material and human capabilities and developing a general strategy for the way to work in those organizations.

2.1.2.2.Organizing :

It is the mechanism by which coordination between the parts of the school and cooperation between students is taking place, so it is the process of compiling the necessary duties to achieve the goal, defining and distributing responsibility, establishing social relations and harmonizing and cooperating more efficiently to achieve a common goal.

Organization is the efforts that are made with the aim of (defining the tasks to be executed and then dividing them into groups and distributing the work to students to avoid duplication while directing all efforts to achieve the desired goals in the times specified for them) (Olayan, 2005, 116).

The researchers believe that the organization contributes to creating a great deal of interaction among students, thereby achieving fluidity and flexibility that are not detrimental to the work, and thus helps in the success of the predetermined plan and the success of the administrator and workers in carrying out their tasks assigned to them efficiently and effectively.

- Division of work and definition of responsibilities for teacher and student.
- Defining and clarifying the scope of supervision, which facilitates communication.
- Coordination among businesses within the organization.

2.1.2.3.Orientation:

It is the work that the teacher does to push individuals to perform the work required to be performed and raise their morale and encourage them to work in a team spirit and by various means to achieve performance with maximum energy and shortest time in a manner that equates between satisfying students desires and achieving learning goals.

Guidance is one of the elements of time management skills, and its main functions by which we can verify that the efforts of students in the school are moving on the path towards achieving goals with high efficiency. School staff quid through leading and supervising student to stimulate them to learn as powerful as they and harmonize their efforts as group through Good communication. (Al-Alaq, 2009, 21)

In this administrative position, the teacher's duty is to achieve the school's goals by guiding students and motivating them. The guidance function is sometimes referred to as leadership, guidance, or human relationships. Therefore, guidance is the most important job at the administrative level because it is the place of most students in the school.

Guidance requires the following elements:

- Motivation and motivation to learn.
- Leadership, teamwork and participation in decision-making.
- Communicate with students at all levels.

From the above, we find that the guidance:

- It pays to increase familiarity and trust between the teacher and students, which reflects positively on their level of motivation and the achievement of their goals.
- It improves time management within educational organizations where it uses positive mentoring systems based on creating motivation and motivation towards education or avoids problems resulting from accumulations without alternatives to that problem.
- it cares about the human element through developing capabilities and skills using learning methods according to modern systems.

2.1.2.4.Control:

It is the means to know the progress that has been made in the plan, and through it, deviations from the planned path exceed the control within the educational process to ensure that the work is carried out according to the plan previously set and a special timetable is set for monitoring, which is compatible with the implementation of each part of the plan (Al-Khudairi, 2006, 142)

2.1.2.5.Make decision:

The decision-making process needs a certain time period, so there is no doubt that the different types of problems, and the different circumstances, as well as the different nature of decisions at administrative levels, have an impact on the time specified in decision-making. (Shehada, 2000, 292)

2.1.3.Benefits of time management skills:

- 1- Diligence Control: Time management prevents stress, time management or stress due to adherence to deadlines, and enables the individual to work fewer hours with greater results.
- 2- The balance of life: Working long hours and work at the home hurts the natural balance that an individual must have in his life. By learning time management, we can do the things that we want to do instead of spending all of the time on work responsibilities.
- 3- Increasing productivity: part of time management helps you how to spend your time. When you decide how to spend your time, you can adjust your schedule to increase productivity. For example: You might find that meetings waste your time while email in groups may do it well.

4- Achieving priorities: People who have a big problem managing their time are those who do not know what their priorities are or what it should be? Knowing the priorities helps how to spend precious time where we need it most.

5- Achieving goals: One of the most important features of owning a time management plan is setting goals, and without goals what is working is unclear. Following a time management plan increases the chance to achieve the goals that have been set (Al-Faki, 2009, 53)

The stages of using time management:

The stages of time management indicated by management scientists are as follows:

- Discover how to use the time currently available, through the use of time records or any other method that helps to record time accurately .

- A study and analysis of the time record to determine the problems resulting from its current use, that is, to identify actions and activities that take more time than they should be.

Personal evaluation from time to time of the manager's capabilities and interests and the way to adapt between what he needs or desires and what is available and what we can do.

- Determine the goals pursued by the manager and the extent of her priority, or according to the degree of its relative importance.

- Translating the programmed goals according to their priority into planned actions within the available time frame.

- Prepare a daily schedule of activities, works, or tasks required to be performed, using one of the appropriate guiding methods in that.

- Searching for appropriate solutions to problems of time management and time use, especially sudden problems or crises that may interfere with the planned schedule or spoil the exploitation of available time.

- Follow-up to the schedule for the distribution of the time of the manager or member and what may be required from a re-analysis of the time of the schedule (Moroccan, 2007, 136)

2.1.4.Steps and principles of time management skills: -

Yesterday was tomorrow and tomorrow will be yesterday

1 - Review the goals, plans and priorities that the time is three parts: gone past its good and i evil and never returned, in the future we do not know what God is doing but it needs planning, present is the capital, therefore the Muslim should review his goals, plans and priorities, because without clear goals , sound plans and prioritized ranks could not organize his time

2 - Maintain a time plan or work program in managing your time well, that is to do a timetable work program (a diary) to achieve your goals on the short level (for example, a year) in which you clarify the tasks, tasks and responsibilities that you will accomplish, the dates of the beginning and end of their completion, and personal appointments

3- put a daily achievement list in managing your time well, that is, you have a daily achievement list that imposes itself on you whenever you forget or being lazy, and you must take into account when developing your daily achievement list several points, the most important of which are: -

- Make daily list making part of your life.

- Do not exaggerate putting many things in the daily achievement list.
- Remember a principle to help you be effective (Pareto's principle indicates that if you selected the most important two points in ten points, and you accomplished these two points as if you had achieved 80% of your work for that day).
- Give yourself a break on the weekends and holidays (Pentecostal, 2001, 136)

4- Close the escape ports, which are the ones through which you evade your responsibilities that you plan to accomplish (especially difficult and heavy) so that you act away from them (such as: laziness, hesitation, delay, procrastination, and excessive recreation).

And you must always remember that success is related first to trust in God Almighty and then to attack heavy and difficult responsibilities for you, and that failure is related to procrastination, hesitation and flight; also you should if you mix with priorities and find yourself evading some of your responsibilities and waste your time to ask yourself the following questions: -

A- What is the best job I can do now? Or what is the best thing to use my time at this moment?

B- What are the consequences of escaping from in which things I can make use of my at this moment my responsibilities? What are the feelings of procrastination and hesitation? (Such as: distress, anxiety, disappointment, feelings of guilt), and feelings for achievement? (E.g. contentment, happiness, comfort, success, and desire for further achievement).

5) Take advantage of the marginal and intended times lost between obligations and actions (such as: using the car, waiting for the doctor, traveling, waiting for meals, expecting visitors), and it increases the less the individual organizes his time and life.

You should always imagine how to spend and analyze your time consider how you always spend your time, analyze it, determine the locations of marginal times, and devise a practical plan to benefit from it as much as possible (such as: mentioning God Almighty, listening to useful tapes, relaxing, light sleep, meditation, reading, and thinking. Reviewing memorizing the holly Quran).

6) Do not give in to urgent matters that are not necessary because they make the person a tool in the programs and priorities of others (what they see as important and necessary), and rob his effectiveness and time (one of the greatest wasting of time), and this is happened (human surrender to urgent matters that are not necessary) when he is weak in determining his goals and priorities and it is less organized for himself and self-management, and in order not to fall victim to this, you must - after defining your goals and priorities - apply the criteria (necessity, convenience, and effectiveness) mentioned in the upcoming exercises on the jobs, tasks and activities that you practice in your life

2.2.Relative studies

2.2.1. Study (Radi, 2002)

This study aimed to reveal the nature of the relationship between students' time management skills and both academic achievement, the ability to think creatively and a sense of psychological stress. The study results showed that students who recorded an increase in time management skills have obtained higher average scores in achievement tests and ability to think test Innovation and lower mean scores in the psychological stress scale compared to lower students in time management skills.

2.2.2. Study (Benhomme, 2007)

Conducted at the African American University and aimed to identify time management skills and their effectiveness in the academic side of students. The study sample was 8 students. The researcher used a number of quantitative and qualitative means for a number of behavioral models. The study found change of time management skills with different variables such as values, experiences And time management and planning and implementation of time management.

Chapter Three

3.Research methodology and procedures

3.1. Research methodology

The two researchers used the descriptive approach as it suits the nature and purpose of the research.

3.2. Research Community: -

The current research community consists of sixth literary students in government day schools in the General Directorate of Diwanayah Education.

3.3. Research sample

A random sample of(400 students) from a sixth literary student was chosen.

3.4.Research tool

The researchers prepared a scale of time management skills as follows:

1- Defining the concept of time management skills after reviewing previous studies (it is a process through which the available time is utilized and the personal talents available to students are used to achieve the important goals that they seek, with their ability to maintain a balance between work requirements and private life).

2- The sources of obtaining ideas and attitudes for building items have been diversified, and therefore it was relied on:

A - Familiarization with theoretical searches and previous studies related to the subject of time management skills for sixth grade students.

B - See some of the tools used to scale the time management variable for students.

In the light of the foregoing sources, it was possible to formulate (20) items in a method of self-assessment, each of which represents a phrase indicating a situation or behavior by the student and is evaluated in light of five alternatives that are (agreed, often, rarely, not agreed).

The tool also prepared instructions that included how to answer its items and urged the respondent to be precise in the answer, and the goal was hidden from the scale so that the respondent was not affected when answering, as he asked respondents to answer clearly and do not leave any item unanswered with no need to mention their names.

3.4.1.The tool validity

The two types of validity were adopted as follows:

3.4.1.1. Face validity

To verify the validity of the questionnaire, it was presented to a group of arbitrators and specialists in the field of educational and psychological sciences in order to study it and express an opinion about it and its items in terms of formulation and suitability to scale what was it set to scale , As well as the possibility of what they see as appropriate from the items, and no change or deletion of items was done but a change occurred in the linguistic in the linguistic wording of a number for the items, and the items obtained 100% approval by the arbitrators.

3.4.1.2. Statistical analysis of items

In order to calculate the psychometric properties of the current research tool, the tool was applied to a sample of (200) sixth literary students, chosen randomly from the research community. After completing the application of the tool, the answers were analyzed and the scores for each item and the overall score of the tool were calculated with the aim of calculating the following standard indicators:

3.4.1.2.1. Discrimination items

For the purpose of calculating d discrimination for the items, and after obtaining the total scores for the individuals of the statistical analysis sample, the grades were arranged from highest to lowest in descending order and the two extremist groups were determined by (27%) of the sample individuals in both the upper and lower groups, and after conducting the T-test (two samples) Two independent studies to test the significance of the statistical differences. All calculated values were statistically significant.

3.4.1.2.2. The relationship of the degree of each item to the overall degree of the instrument:

To achieve this, the Pearson correlation coefficient was calculated between each of the tool's items of (20) items and the total score, and the items were sincere in measuring what was set it for , as the values of all correlation factors were statistically significant when calculating the T value.

3.4.2. Reliability of the test

To verify the reliability of the tool, the Cronbach's alpha coefficient was used and the total reliability coefficient reached (0.85), which is a high degree of dependability, since the closer the degree to (1) the higher the degree of reliability.

3.4.3. The Final Form of the tool

The research tool has become ready in its final form to measure what was it set for , consisting of (20) items to scale time management skills for sixth literary students from their point of view,

A five-point scale was established for the respondent's options (agreed, often, rarely, not agreed) corresponding to the values (1, 2, 3, 4, 5), and thus the highest degree (100) and the lowest degree (20) and the hypothetical average of it (60).

3.4.4. The application of the tool

After preparing the items in their final form, I put explanatory information about answering the items of the research tool. The more clear and simple the tool is, the fewer errors are in the answer.

After obtaining an important facilitation letter from the Directorate of Education, the questionnaire began to be applied on 16/10/2018 until 14/11/2018, where each member of the research sample was given a copy of the tool and received all the questionnaires directly.

3.4.5. Statistical means

The Statistical Package (SPSS) and the following statistical methods were used:

1- Pearson correlation coefficient: It was used to calculate the correlation between the score of each vertebra and the total score of the instrument and in calculating reliability by way of re-testing.

- 2- T-Test for two independent samples: to calculate the discriminatory strength of the vertebrae.
- 3- Cronbach's alpha: to calculate reliability.
- 4- Arithmetic mean and hypothetical mean.
- 5- percentage %.

Chapter Four

4.The Results & Discussion

In this chapter, the results are presented and interpreted, the conclusions, recommendations and proposals are presented as follows:

4.1.Research results

4.1.1 Presenting and interpreting the results.

The Objective: the available time management skills for literary sixth students :

After applying the time management skills scale to the sixth literary sample of students whose number was (400) students and the data were statistically processed, the mean (63.84) and the standard deviation (15.63) were extracted using the t-test for one sample, it became clear that the calculated T value of time management skills is (4.92) degree which is statistically significant when compared to the tabular T value (2) at the level of significance (0.05) with a degree of freedom (399).

This indicates that students of the sixth literary level possess a level of time management skills as seen in table .

Table (1) Mean, standard deviation, calculated T, and Tabled value for time management skills

Skill	N	Mean	Standard Deviation	df	t -test		Significance level of 0.05
					Calculated	Tabled	
Organizing	400	13.1	3	399	7.2	2	Yes
Planning	400	12	1.47	399	1	2	None
Guidance	400	13	3.1	399	6.5	2	Yes
Control	400	13.2	2.92	399	8.1	2	Yes
Make decision	400	12.7	3.2	399	4.8	2	Yes

Table (1) clearly shows that four skills are achieved and one skill whose results were not indicative which is planning skill and this means that students owning the research sample were random (not planned)

4.1.2. Result Discussion:

The researcher attributed the achievement of the other four skills to:

- Sixth literary students' interest in developing themselves and increasing their time management skills.

4.1.3.Second: Conclusions:

Among the results reached in this research are the following:

- Availability of time management skills for literary sixth students with a good degree.
- All students have the skills of the research sample, except planning skill.
- Students were open and helpful with their colleagues and practiced communication skill properly.
- Setting priorities according to their importance, and whoever has been followed up to accomplish them according to their specified dates, in a manner that leads to eliminating the state of confusion, tension and chaos in the study.

4.1.4.Recommendations:

In light of the results of this research, the researcher recommends the following:

- Conducting intensive training courses about time management skills to provide students with sufficient information about skills and how to develop them.
- Emphasizing on giving students freedom in dealing with each other in order to achieve high levels of time management skills.
- Stay away from distractions (waste of time).
- Training students on the skill of planning to make their time management complete and thoughtful
- Working to enhance time management skills and considering them the basic nucleus of students' behavior.
- Sixth literary students prepare a daily record to record all daily and school work that they perform.
- Opening channels of communication among literary sixth students in all schools.

4.1.5.Proposals:

In order to open new horizons in the research, the researcher suggests the following studies procedures:

- Conducting a study similar to the current study on samples from middle school students.
- A study similar to the current study on teachers' samples to know the level of their time management skills and its relationship to their students' achievement.
- A comparative study of time management skills between primary and secondary students.
- Conducting a similar study on primary school students.

- Conducting a study on time management skills and its relationship with other variables.
- Conducting a study to determine the time consumed by the sixth preparatory students for each subject.

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