ATILIM UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

DEPARTMENT OF BUSINESS ADMINISTRATION

BUSINESS ADMINISTRATION MASTER'S PROGRAMME

THE EFFECT OF TIME MANAGEMENT SKILLS ON ACADEMIC PERFORMANCE: THE CASE OF LIBYAN GRADUATE STUDENTS IN TURKISH UNIVERSITIES

Master`s Thesis

Ashraf Tata

Ankara- 2019

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Master`s Thesis

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ACCEPTANCE AND APPROVAL

This is to certify that this thesis titled “The Effect of Time Management Skills on Academic Performance: The Case of Libyan Graduate Students in Turkish Universities” and prepared by Ashraf Tata meets with the commitee’s approval unanimously as Master’s Thesis in the field of Business Administration following the successful defense of the thesis conducted in 17.01.2019.

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ETHICS DECLARATION

I hereby declare that;

- I prepared this thesis in accordance with Atılım University Graduate School of Social Sciences Thesis Writing Directive.
- I prepared this thesis within the framework of the academic and ethics rules.
- I presented all the information, documents, evaluations and findings in accordance with the scientific ethical and moral principles.
- I cited all the sources I used as references in my thesis.
- The work of art in this thesis is original.

I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (in case of any circumstance contradicting with my declaration)

17.01.2019

Ashraf TATA

ÖZ

TATA, Ashraf. Zaman Yönetimi Becerilerinin Akademik Performans Üzerine Etkisi: Türk Üniversitelerinde Libyalı Lisansüstü Öğrencilerin Durumu. Yüksek Lisans Tezi, Ankara, 2019.

Zaman, insanların kontrol edemediği dış çevre değişkenlerinden biridir. Zamanı sağlayan veya geciktiren veya arttıran veya azaltan hiçkimse yoktur. Ancak, onu yönetmeyi başarabiliriz. Zaman yönetimi, çalışanların ihtiyaç duyulan kaynakları ve önceliklendirme tekniklerini kullanması yoluyla etkin bir şekilde kullanılmasını sağlayan idari sürecin kilit unsurlarından biridir. Bu çalışma, önemini, Türk üniversitelerindeki lisansüstü Libyalı öğrencilerinin zaman yönetimlerinin akademik performans üzerindeki etkisini araştırmadan almaktadır.

Veri toplandıktan sonra sonucun analizi yapılmıştır. Analitik yaklaşım ve bu çalışmanın nicel araştırma özellikleri nedeniyle, toplanan verileri analiz etmek için SPSS yazılımı bilgisayar programı olarak kullanılmıştır. Araştırmanın teorik ve deneysel bölümleri, Türk üniversitelerinde Libya lisansüstü öğrencilerinin zaman yönetiminin kapsamını ve Libya lisansüstü öğrencilerinin akademik performansı üzerindeki etkisini netleştirmektedir. Araştırma bulguları zaman yönetimi becerileri ile akademik performans arasında pozitif bir ilişki olduğunu göstermektedir.

Anahtar Sözcükler: Zaman Yönetimi Becerileri, Akademik Performans, Libyalı Lisansüstü öğrenciler

ABSTRACT

TATA, Ashraf. The Effect of Time Management Skills On Academic Performance: The Case of Libyan Graduate Students in Turkish Universities. M.A. Thesis, Ankara, 2019.

Time is one of the variables of the external environment that people can not able to control it. There is no one who can provide or delay or increase or decrease the time. However, we can manage it. Time management is one of the key elements of an administrative process, which allows effective use of employees through the utilization of available resources as required and using prioritization techniques. This study takes its importance form title itself, which aims to study the impact of time management on academic performance with focusing on graduate Libyan students in Turkish universities as research samples.

After the data collection, an analysis of the result has been taking place. Due to the analytical approach and quantitative research characteristics of this study, the SPSS software as computer program has been used to analyses the collected data. Theoretical and experimental parts of the research clarified the extent of time management and its effect on academic performance of Libyan graduate students in Turkish universities. Research finding shows that there is a positive relationship between the time management skills and academic performance.

Keywords: Time Management skills, Academic Performance, Libyan Graduate students

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FIRST CHAPTER

INTRODUCTION

1.1. Overview

Since time is one of the variables of the external environment without man being able to control it, there is no one who can provide or delay or increase or decrease time. Time is determined for all and equally, and it moves regularly only forward with a balanced and consistent rhythm that can't be changed. Nowadays, time management is one of the key elements of an administrative process, which allows effective use of employees through the utilization of available resources as required and using prioritization techniques. However, time management is still not very popular in many organizations and people, while the implementation of time management within institutions and universities significantly increases the effectiveness, efficiency or productivity. Academic performance is highly important for people or students in corporations and universities must take into consideration, and is considered the most important dependent variable. Academic performance divided into various important factors that need for further explanation. In this study, we will focus on time management and the extent to which graduate students can perform high academic performance within the specified time frame under different circumstances (Al-Zoubi, 2016; Davies et al., 2002).

According to (Chapman and Rupured, 2014) explain the concept of time in many ways such as; People are different in terms of time. Nowadays, the view of other cultures is that time is flowing in a linear way with beginning and end, there is no reward and there is a limit to life. Individual concept of time management depends on the nature of motivation, function, and needs. Human behavior on time is an action taken from values that need to deal with the time as well as social environment. Human values over time is a complex, where values turn into this situation and the emergence of new motives process. The appearance of symptoms of speed, because of the relationship of time to performance, which like tension, anxiety and other symptoms that became characteristic of time.

If time management is well managed by graduate students and academic stuff of universities alike, this is directly reflected in the academic performance of students whose return will reflect on the overall academic performance of the universities and organization. Hence the problem of research. Which in turn will explain the time management effect on the academic performance.

The study will be constructed using deductive research approach. The research aims to studying time management impact on academic performance with focusing on Libyan graduate students in Turkish universities as research samples. In fact, the study taken the importance from the title itself. It also analyzes the effect of time elements such as planning, organizing, requiring, and controlling on graduate student's academic performance.

1.2. Research Problem

The influence of time management on human performance is of interest. Time is an important factor in measuring productivity, profits and wages. This allows students to perform work and required tasks, and improve their academic performance in accordance with that predetermined standard. Libyan students who are sent to complete their higher studies (Master and PhD) in Turkish universities. The number of students studying in Turkey and Turkish Cyprus is about 750 students divided into Turkish universities according to the students' wishes. Most students are at the expense of the Libyan government, while some students study at their own expense. All students have jobs in Libya and are divided into the public or government sectors and the private sector. The need to study the problem of completion of the required offer and raising the academic performance (the level of performance in time that may reach high academic performance level, by measuring student's awareness of the impact of time elements such as time management, time planning, stop, and level of time control).

Research question is formed to evaluate the impact of time management abilities on academic performance and we proposed the following question:

Q_1: Is there ability of managing time for the Libyan graduate students in Turkish universities?

1.3. Research Hypotheses

H_1: Time management abilities of Libyan graduate students in Turkish universities changes across females and males.

H_2: Time management abilities of Libyan graduate students in Turkish universities changes across age.

H_3: Time management abilities of Libyan graduate students in Turkish universities changes across study hours.

H_4: Time management abilities of Libyan graduate students in Turkish universities changes across GPA.

H_5: Time management abilities of Libyan graduate students in Turkish universities changes across work.

H_6: Time management abilities of Libyan graduate students in Turkish universities changes across taken training on time management before.

1.4. Research Objectives

The objectives of the study can be listed as following:

1. Recognizing the ability of time management effect on academic achievement and performance of Libyan graduate students in Turkish universities.
2. Identifying the relationship between the time management level and academic performance.
3. Identifying if there is effect of research variables on the ability effect to time managing on academic performance Libyan graduate students in Turkish universities.

1.5. Research Importance

Because of time importance that classifying as non-renewable resource, and by expounding the concept of time management and explained its components, all of that will give high importance to this research. In additional to study ways to optimize the use of time, and discuss the time management impact on academic performance. It also analyzes impact of time factors such as planning, organization, needs and control on academic performance and impact on the graduate curriculum. This study derives its importance from two point of view, as following:

1.5.1. Theoretical importance:

The importance of this study is to achieve additions and contributions to libraries, to provide them with scientific knowledge, and to know the importance of variables of time management and improve the graduate student's academic performance in activating education institutions and universities.

1.5.2. Practical importance:

This study will contribute to the practical level through the recommendations that will be reached in increasing the skills and abilities of the performance of the graduate students in activating education institutions and universities.

1.6. Research scope

The main aim of this research is study time management impact on academic performance with focusing on Libyan graduate students those study in Turkish universities as research samples. In fact, the study taken the importance from title itself. To reach this aim, the research has been divided into two parts, the theoretical part includes chapter one, two and three. While, the experimental work contains results and analysis has been shown in chapter four and five. The chapter's details have been classifying as following:

CHAPTER ONE is research and introduction, which includes overview in additional to the study problem, study hypotheses, importance and objectives. The

research methodology with some explanation of data collection tools and analysis, study limits justification, and scope of work.

CHAPTER TWO is literature review about Time Management includes the concept of management and time, the time management concept, the third topic deals with impact of the local environment on time management, successful steps of time management, time wasting, and the importance of time management.

CHAPTER THREE is literature review about time management and its effect on academic performance.

CHAPTER FOUR is research description and methodology, which deals with data analysis and method, it includes describe the characteristics of the study sample. In addition, to the questionnaire features according to study aims, as well as the research methodology and tests.

CHAPTER FIVE is results and discussions includes the questionnaire demography analysis of research samples. Then the overall analysis of research questionnaire, followed by hypothesis analysis and discussions using the results of SPSS data.

CHAPTER SIX is conclusions and recommendations. Which given the final conclusions those have been extracted from thesis results and analysis, and the future recommendations.

SECOND CHAPTER

LITERATURE REVIEW

2.1. Time Management

Time management (TM) is planning process and executing the time that spent on jobs or activities. Specifically to rising efficiency, productivity or effectiveness (Adebisi, 2013; Chapman and Rupured, 2014). The degree to which the goal is achieved and the degree to which the problem is solved is effective, or works that well be producing the intended results.

In the following points, there are some explanation that related to the research concepts:

a) Trends towards time management

Trends towards time management is the orientation of the positive or negative student towards respect for time and his tendency to plan for effectively and his desire to exploit the time available as best as possible, in order to efficiently and effectively to reach the expected educational goals.

b) Time control

It is done by studying the time available, organizing and scheduling it with the aim of determining the time required to perform each task required in an effective and proper manner, in order to avoid wasting time and exploiting it in the best way possible.

c) Organization

the organization classified as open systems, and people social unit that managed to meet needs and reach objectives, whether its university or education organization.

d) Performance

Achievement of a given task measured against a known standard for pre-set accuracy, completeness, speed and cost.

e) Academic achievement

Sansgiry et al. (2006) were investigated the ability of acquired knowledge resulting from the availability of educational possibilities, and opportunities to learn skills in a specific subject area or a number of subjects, the student's differences are apparent in student's achievement, which can be identified using various achievement tests. The academic competence and test competence are significantly associated academic performance.

According to Sayari et al. (2017), that studied the opinions of business students about the relationship of time management and academic performance. Surveys have shown age and educational attainment as demographic variables, have a significant correlation with student outcomes. Also, time management variables, especially priorities, have a significant correlation with student achievement, while delays and socialization have no significant relationship with academic performance of student. From the studying of Sayari et al. (2017) the students must adhere to the priority of assignments and responsibilities in order to progress academic performance, teachers need to integrate class management concepts into their classes. Time management training and seminars are recommended for students.

Time management and academic performance in higher education research has been studied such as the study conducted by Dahie et al. (2015), which investigated and analyzed time management impact on academic performance with focused on short and long-term planning for higher education students' academic performance. The study dissects the two aspects of time management positive impact on academic performance in higher education.

f) Time management

Time is an important component of production and is an important issue in various areas of management. For this reason, the importance of time management has increased significantly in recent years as the main challenge facing human societies. This chapter focusing on the implications of the student's time and academic management. recognize the time-management art effects on academic achievement. Research shows moderate and

static significance at the time management level. Despite the statistically significant relationship between time management ability and academic achievement among students, finding showed a statistically significant difference, this relationship on gender variables performed on behalf of females there was no difference. There is need to provide students with the right opportunities to manage their time efficiently and effectively, Al-Zoubi (2016) also recommended that there is need to provide students with lectures and seminars to learn how to allocate appropriate time to students to improve their academic performance. Eventually, time management is important and can really effects on the performance of individual's and their achievement. There is not enough time to complete is the main comment of students. The time management impact on students' academic achievement is focused by researchers to trying to identify the relationship between time management of students and their academic achievement. The results also indicate that there is no significant difference in the gender and race of the student in the time management behavior. On the other hand, all time management behaviors have weak relationship but a meaningful relationship with the student's academic achievement. (Razali et al., 2018).

2.1.1. Time management concept

The concept of time management has many meanings and interpretations, depending on the type of activity, nature of those who are responsible, the type of organization, its objectives and mission, and to review some of these concepts, these are some time's definitions:

The effective use of available resources including time, and if the student wants to improve its time management, it requires commitment, analysis, follow-up and planning. It has also been defined as a process of planning, organizing, directing, and controlling time, enabling the leader and students to choose the right thing to do, and doing many things at the same time. The researchers believe that time management is a good business practice that requires a high level of planning, organization, and time control for its users, with the goal of achieving specific goals and objectives (Davies et al., 2002; Tracy, 2012).

The concept of time management is closely related to administrative work without other areas. Time management increase on working time. Time is one of the most important resources in the education community, especially the time of the principal as the primary responsible for achieving the desired educational objectives through the investment of the available resources and active investment. In addition to satisfy the many humanitarian needs of the members of the university or organization such as teachers, administrators, students.

In fact, the characteristics of the time is that it is a fair resource, available to all people and distributed equally. Everyone owns it, and everyone cannot increase it or reduce or speed it or slow it down. Time does not rent, do not borrow or store. Those who lose time can never compensate, but the difference among people in how they manage their time and how to do it better. Therefore, the knowledge of student must be evaluated to conscious awareness of the importance of time, so that he can concentrate his abilities, and employ his energies to optimize his work or studies, in order to manage his time efficiently and effectively. The concept of time depends on culture and importance, and the value of time is different from society. Human behavior on time is derived from values about the environment and the value and importance of life. According to evidence, time elements existed in prehistory and civilization.

The time was a measure of actions and activities as well as a specific one for them. They prepared plans and strategies based on times that could not be exceeded. Thus, time is a criterion for achievement, also it is start something and complete it. The ability to control time and control will lead to the elimination of inappropriate habits that prevent the achievement of the desired goals. People who have made many achievements in personal and professional terms with time in mind. I know there is not enough time to accomplish what people want. On the contrary, a person or student who does not care about achievements regards time as being of little value. If student is better at controlling the actions and events of his life, he manages his time successfully.

Time is an opportunity if it is used rationally and intelligently. We will get what we want, but if we do not take advantage of this opportunity as it should, the result will be

failure. Benjamin Franklin defined it as the material from which life was made. The time management concept depends on the person, motivation, nature of the job, and needs. The time management is a criterion for judging the success of life, so you can prioritize tasks for the best use of the future and make the most of your time. Time Management is the implementation of the management principles of planning, organization and time control by administrators to achieve the best investment of time and achieve the desired results. While some defined it as a set of procedures used to plan, organize and control the exploitation of the official working time of the administrative staff duties of his job. Time management is a planning and organization process to control time. (Chapman, Rupured, 2014; Hörning et al., 2018) also known as the behavioral skills means the ability of the individual to modify his behavior and change some of the negative habits practiced in his life to manage his time and exploitation of the best exploitation and overcome some of the pressures of life. The most important of these skills is the individual's ability to control available time and change some negative habits such as not to mark the beginning and end of things or lack of commitment of time skill, which carry out the task as an ongoing process of planning, time, whatever the circumstances.

Time management defined as the organizing and continuous evaluation of all the activities carried out by the director within a specific period of time aimed to using the available time and used to achieve the objectives effectively. In addition, the propose of time management is scientific method to contain time to use or invest to achieve specific objectives. As well as, its defined as best practices that require a high degree of planning, organization and control of time, and those who maintain it; in order to achieve certain purposes that serve both organization and individuals.

It requires a high level of skills, competencies, quantitative and qualitative methods, and administrative functions, such as:

- Careful planning
- Fine organization
- Effective control.

Time needs to be planned and effective by managed according to functions of organization and the degree of oversight. It is clear from the above that there is a close connection between the concepts of time and management. Management in the general concept is a set of administrative elements of planning, organization, direction and control, through which the work is done in an orderly manner to reach specific goals with the best means and the lowest costs. The administrative process is governed by time and a pot for every work and every success is the real capital of human. The concept of time management and explains how it improves organizational effectiveness and effectiveness. The study concluded that most developing countries in Africa need to address and improve their use of time at all levels, including organizations, to quickly track development speed (Odumeru, 2013).

2.1.2. Management process and time

The management process consists of four main functions:

1. Planning,
2. Organization,
3. Leading,
4. Controlling.

It is one of the resources that directly impacts the productivity of the organization, enabling directors, staff, and students to achieve the desired goals that can only be achieved through time factors, one of the key performance elements. Here is an explanation of each of these functions:

2.1.2.1. Time planning

Planning is one of the most important administrative functions in terms of time in all its operations, and each stage of organization, direction or supervision is defined as a time for its beginning and end. The preparation of the management plan requires the planner to take into account the chronology in the stages of this plan and to distribute the times according to the specified stages, so that the total time allocated is equal to the total time needed, and choose the appropriate time for each stage. The starting point in time

management is effectively defined by a plan with specific objectives and how to achieve this goal over a specified time period. In order to be effective planning, the objectives should realistic within available resources. To be written and linked to a timetable for the purpose of measuring the efficiency and effectiveness in achieving them within the specified period. Goals are usually defined hierarchically from the initial objectives, the interim goals, the intermediate goals, the supplementary goals, and finally the final goals, according to the following steps (Chapman and Rupured, 2014; Rosenau and Githens, 2011):

- **Step 1:** Decide how much time you can use to perform the required tasks later. Time is not an endlessly endowed asset. It is an expensive fortune that represents the very life of the individual, and he himself does not know when this age ends.
- **Step 2:** Use it and determine the amount and type of work that must be accomplished in the time available.
- **Step 3:** Identify methods that actions can be done according to realistic objectives

2.1.2.2. Time organizing

If the task of planning is to set goals and prepare the necessary means to achieve them, the organization is the means by which these objectives are achieved, the organization is necessary to arrange and classify efforts in order to reach the goals. The organization is the link between the planning function and the implementation function. Therefore, functional defects in the organization can cause wasted time and waste, delays in implementation, and shortened production time, if regulated. In fact, organizing time is one of the most important factors in managing success. Organizing it allows individuals to complete tasks faster and effort.

2.1.2.3. Time leading

The leading and orientation function occupies a special place as an element of the administrative process, as it relates to how the student can achieve his or her goals. The importance of time in orientation in the implementation phase ensures that the goals are achieved in a planned way and within the available time. The role of the guidelines extends beyond the use of time to the time span of investment activation. It is often the time to

consider possible times within a particular social and family appointment time. The time management effect on the human resources productivity. Initially, the enumerated all the configuration variables of time management to understand the relationship between these two variables and investigate the productivity of human resources. Wherever, at the confidence level 95%, there is a positive and significant relationship between environmental, personal, organizational and employee productivity. At the 95% confidence level, time management has a positive impact on employee productivity and increases employee productivity by increasing time management usage (Amir, 2015).

2.1.2.4. Time controlling

Time Controlling is the job that is concerned with adjusting the work effort according to the plan in order to achieve the desired goals. A controlling is a process by which an organization's activities are performed as planned by comparing actual performance against the baseline of the plan. Time management means compliance with already implemented plans. It also means adhering to the general principles of time dealing, also means continuous review, which includes comparing the current behavior with the planned behavior, detecting the extent of the deviation, and taking the assessment and corrective action (Chapman and Rupured, 2014; Dahie et al., 2015).

The importance of time monitoring is shown when errors are discovered or prevented in a timely manner. This type of control takes into account the need to prepare for or avoid the error (preventive control). The more self-control and confidence-based supervision, and the keenness to achieve the goals, the shorter the time of control, and the exploitation of time and investment in achieving the objectives, on the contrary, whenever the control exercised after the errors occurred long time control and led to delay the completion of tasks and actions.

Time management must be a continuous process integrated with all components (planning, organization, direction and control). These processes allow you to analyze time and compare your planned plans against time schedules to tackle deviations, so you can make the mistake of fixing time-consuming.

2.1.3. Steps of successful time management

Steps of successful time management and its principles can be listed as following (Rosenau and Githens, 2011):

1. Review objectives, plans and priorities

The student or individual must review his goals, plans and priorities, because without clear goals, sound plans and priorities cannot be organized and managed by a good time management.

2. Maintain a time plan or program of work

The student or individual should develop a work program (calendar) to achieve its objectives at the short level (e.g. a year), which describes the work and tasks and responsibilities to be achieved, and dates of beginning of completion, and must take into account in his personal thought to be organized in a good manner that responds to his own needs and requirements.

3. Setting up a daily checklist

Every day the student must have a daily list of tasks imposed on himself, whenever he forgets or is lazy. In order not to delay and excessive recreation.

4. Bridging escape outlets

The outlets leading to evasion by the responsibilities planned to be completed, (such as laziness, hesitation, postponement, delay, excessive recreation, etc.).

5. Exploitation of marginal time

It is the lost times between obligations and stud or work (e.g., use of the car, waiting for a doctor, travel, waiting for meals, expecting visitors), and increases the less time and organization of the person.

6. Do not surrender to the urgent things

Do not surrender to the urgent things that are unnecessary, because they make the human tool in priorities and programs of others, and the effectiveness of the time (the biggest waste of time), and that (in the surrender of human unnecessary urgent) when weak to identify Its objectives and priorities, and is less organized and self-managed.

2.1.4. The importance of time management

Time management enables us to efficiently distribute time between different tasks in order to accomplish them in a timely and precise manner.

1. A good, effective, clear and proper definition of competencies prevents and conflict of competencies.
2. At the same time, it prevents interference in the work of others, obstructs them and helps to organize priorities.
3. Order, and prevents duplication of work, or doing unsolicited work.
4. Sense and awareness of the positive responsibility towards the overall success of the project and enhance the awareness of the utmost necessity for the success of individuals.
5. Adding the use of early coordination, methods of participation, interaction and human activation and increase the sense of others working in the project, since the relationship between them is through mutual cooperation and not a functional conflict.
6. The integrity of planning is aware of the value and wealth of time and time management.
7. The flexible organization that accommodates the variables and developments and the ambitions of individuals and career advancement.
8. Increase motivation and the motivate ability, convince, and urge the workforce in the institution to provide the best it has.
9. Follow closely and properly, both spatially, temporally or actively.
10. Positive guidance to the best and least effort to achieve the required achievements.

11. Offering wider areas of student's initiative and personal creativity, and better expression of talents and skills, in additional to achieving and encouraging innovations and inventions.

2.1.4.1. The importance of time management for students

The importance of investing time for university students is very important. The importance of time is increasing in the light of technological development. The mechanisms and systems of work have evolved, so that they are based on computer and information systems. Therefore, good planning for the optimal investment of time is our way to ensure the meticulous implementation of what has been planned in advance. The importance of how graduate students organize and share their work and other work so that they do not affect research requires a lot of follow-up and insists on and diverse ways to abuse one person to others. In many students and academia, time management becomes a problem, which is a major problem in academic achievement, in additional to other problems such as physical problems such as stress and exhaustion.

The following is a presentation of the benefits of time investment for a university student:

1. Rationalization time.
2. Enforcement time in good way.
3. Save students from hesitation and uncertainty about their work.
4. Enable the student to exercise any activity in a timely manner.
5. Save time and then be able to use it in another useful activity.
6. Distribution of the course on spaced sessions, which increases the academic achievement.
7. Determine more appropriate times for some subjects.

According to (Gayef et al., 2017), it is very important to use time awareness effectively to achieve students' goals in college and high education. The success of high education students is greatly influenced by good time uses. The relationship between time management skills and student achievement was investigated to determine the relationship between students' skills and their academic achievement. Evaluate whether your students'

time management skills and academic achievement. These studies concluded that there is needs to improve skills of student's time management by raising their awareness of thinking, attitudes, plans, and behavior. Students need to be aware of waste of time and manage time more efficiently.

2.1.5. Time wasting

2.1.5.1. The concept of waste time

Generally, you spend a lot of time completing the necessary tasks efficiently and eventually fail to achieve your desired goals on the deadline. The wasting time concept is a dynamic concept that depends on time, place, and people. It is an operation that does not provide inappropriate timing, time-consuming activities, or equivalent and time-consuming functions. Lost times are all inadequate employment, and time must be wasted, not wasted on its own. Therefore, time management is the core of self-management. It refers to the ability to utilize an individual's skills, abilities, ideas and emotions and effectively utilize them to achieve their goals.

Time waste is defined as time-stealing factors, which separates us from achieving tasks and objectives that are of higher value to us without corresponding benefits or returns that are appropriate for the time spent. It can be defined as anything that prevents an individual from achieving his goals effectively, or everything causes time to pass without effective or economic achievement.

2.1.5.2. Types of time waste:

The administrative process, as mentioned earlier, consists of the following functions: planning, organization, direction and control, and linked to each function causes, while factors leading to loss of time and waste as follows (Arnold and Pulich, 2004; Britton and Tesser, 1991):

First: Time-related planning waste is:

The time-related planning waste, it can be listed as no daily goals or plans, lack of priorities. In additional to follow the philosophy of firefighting or crisis management,

there are no specific dates to finish tasks, unrealistic estimates of time, and do many things at once.

Second: Time-related waste of organization is:

The time-related waste of organization includes chaos and poor self-discipline, as well as plenty of paperwork. Also much work at the same time, and disclaimer or escape from responsibility.

Third: Time-related waste of direction, namely:

Time-related waste of direction, namely includes attention to small details, in additional to weakness of the ability to adapt and coordinate between each other, and each of them create groups of pressure and interests and influence. Lack of participatory spirit and self-initiative towards correcting and addressing errors, and weakness of the ability to resolve disputes that are considered a killer disease of good relations.

Fourth: Time-wasting related to control, namely:

The time-wasting related to control, namely includes frequent visitors, and telephone calls. Lack of self-control, aware of the seriousness of the error and working to correct it before it occurs, frequent errors and low performance and not treated, and the inability to say (no).

Wasting time for students, according to the researchers there are some factors that affect the loss of university students and the higher studies of their time, which include (Anand, 2007; Paul et al., 2012; Trueman and Hartley, 1996):

- Watch TV
- Listen to the radio
- Social media
- Sleep problems
- The conversation is not necessary
- Family time

However, the waste of time is a trap for time, where students who do not have time to plan and organize are facing obstacles that will implement their time, including:

- Instability

- Absence of responsibility
- Blurred objective
- Failure to set priorities, mandates
- Pay attention to petty little details

This stresses to us that the essence of the problem of time management is the human himself, and that time management is a personal and administrative method that can be resorted to by human, and through which it can plan and organize and direct and monitor the available time and in a way that can exploit it best exploitation, and ways to eliminate the causes and factors circumstances and situations that cause loss of time and waste. Above means that wasting time is a lot of time without getting positive results that contribute to achieving the goal. This time depends on each person, place and time.

According to Miqdadi, ALMomani, Shadid Masharqa, and Elmousel (2014) we want to identify time management impact on academic performance of students and find effective ways for P.I students to do better time management. Study finding shows time management is related to academic achievement. During a cross-sectional survey were conducted for medical students, studying private medical schools in Odisha. Various dimensions of means were compared. Research forgery has shown the relationship between time management and academic well-being. Students have recommended that some training programs be involved in time management to improve their academic performance (Khanam et al., 2017).

Khan, Farooqi, Khalil, and Faisal (2016) were investigated the relationship between teacher performance and their time management. A simple random sampling method was used to choose the researchers using 420 samples. A positive relationship has been found between teacher's time management skills and class performance. Time management of college students: The correlation between academic achievement and stress has been studied. Research shows that students who are aware of their time management are much better assessed for their accomplishments, job and life satisfaction, role ambiguity, role overload, job creation and physical tension. Indicates that the dynamics of time management are more complex than previously thought (Macan et al., 1990).

2.2. Purpose of the study

The study purposed to identifying the ability of time management effect on academic performance and achievement of Libyan graduate students in Turkish universities, while the research questions are the following:

Q_1: Is there a statistical significant mean difference in time management scores across gender groups (female, male)?

H_1: Time management abilities of Libyan graduate students in Turkish universities changes across females and males.

Q_2: Is there a statistical significant mean difference in time management scores across age groups (25 or less; 26-35; 36-45; and 46 and more)?

H_2: Time management abilities of Libyan graduate students in Turkish universities changes across age groups (25 or less; 26-35; 36-45; and 46 and more).

Q_3: Is there a statistical significant mean difference in time management scores across study hours groups (Less than 3; 3-6; and More than 6)?

H_3: Time management abilities of Libyan graduate students in Turkish universities changes across study hours groups (Less than 3; 3-6; and More than 6).

Q_4: Is there a statistical significant mean difference in time management scores across GPA groups (Less than 70; 70-79; 80-89; and More than 90)?

H_4: Time management abilities of Libyan graduate students in Turkish universities changes across GPA groups (Less than 70; 70-79; 80-89; and More than 90**).**

Q_5: Is there a statistical significant mean difference in time management scores across work groups (Government; and Private)?

H_5: Time management abilities of Libyan graduate students in Turkish universities changes across work groups (Government; and Private**).**

Q_6: Is there a statistical significant mean difference in time management scores across training on time management before groups (Yes; and No)?

H_6: Time management abilities of Libyan graduate students in Turkish universities changes across training on time management before groups(Yes; and No**).**

THIRD CHAPTER

RESEARCH DESCRIPTION AND METHODOLOGY

This chapter describes the research methodology, method and procedures, which used in the study as well as description of the study community, description of study variables. In addition, the procedures followed in the implementation of the study and processing of statistical data analysis. The methodology details are as following:

3.1. Study Approach

A descriptive methodology is used to study the reality as it exists in reality. By means of quantitative or qualitative expression, it is concerned as a precise description expressed. Qualitative expression describes the phenomenon and explains its characteristics. Quantitative representations track and investigate research data and analyze and extract results to provide a numerical description of the relationship between phenomena or size and other phenomes. That done by reviewing the previous studies (literature review) and references related to the subject of the study on the one hand, and through the use of the statistical social sciences program SPSS to analyze the study variables on the other hand.

SPSS (Statistical Package for the Social Sciences) program. also known as IBM SPSS Statistics, is a software package that used for the analysis of statistical data. IBM SPSS Statistics version 22 was used to analyze the collected data.

The study included the following variables:

1. Gender
   Includes (Male, Female).
2. Age
   Includes four groups, which are (25 or less, 26-35, 36-45, and 46 and more).
3. Study hours
   Includes three groups, which are (Less than 3hr, 3-6 hours, and More than 6hr).

4. GPA.
   Includes four groups, which are (Less than 70, 70-79, 80-89, and 90 and more).

5. Work
   Includes two groups, which are (Government, Private).

6. Training on time management before.
   Includes two groups, which are (Yes, No).

3.2. Research Method

3.2.1. Study sample

We used convenience sampling for the questionnaire to collect quantitative methods of data and formed 28% of the research community. The questionnaire was distributed to the target students, which were 61 studies in Ankara, 78 studies in Istanbul, 30 studies in Karabuk and 41 studies in Kastamonu.

3.2.2. Design of research questionnaire

This study will be constructed using deductive research approach, the study sample will consist of 210 students selected from the study population and will be subject to statistical analysis after excluding invalid questionnaires, the questionnaire will be used as a key tool for collecting study data and will include two sections, according to (Al-Zoubi, 2016):

1. The first section- will include the personal characteristics of the sample members. (gender, age, study hours, GPA, and training on time management).
2. The second section- will consist of a set of paragraphs divided into 20 questions. The Likert scales will be used to measure the efficiency and utilization of time management, it consists of five levels ranging from Level (1) to Level (5): Strongly Agree 5, Agree 4, not Sure 3, not Agree 2, Strongly not Agree 1.

3.2.3. Scales of the questionnaire

The scale for measuring academic performance was used in the study namely “The Effect of the Time Management Art on Academic Achievement among High School Students in Jordan” by Al-Zoubi (2016).

The degree of responses was measured to the questionnaire by used a five-point scale, ranging from (strongly disagree to strongly agree), located across each item, which was 20 items.

3.3. Research Population

The research sample consists of Libyan students who are sent to complete their higher studies (Master and PhD) in Turkish universities. The number of students studying in Turkey and Turkish Cyprus is about 750 students divided into Turkish universities according to the students' wishes. Most students are at the expense of the Libyan government, while some students study at their own expense. All students have jobs in Libya and are divided into the public or government sectors and the private sector.

3.4.1. Research limitations

The research was carried out within the following limits:

3.4.1.1. Locative limits

First: The limits of the study will be limited to the Libyan graduate students those study in Turkish universities within a mail, communications and information technology, through the members of sample on sections of tool and its use in this study.

Second: The study was limited to the relationship between time management and its impact on academic performance.

Third: This study was applied during the spring semester 2018.

3.5. Data Analysis

After data collected, an analysis of the result should take place. Due to the analytical approach and quantitative research characteristics of this thesis, a statistical analysis has

been used in order to analyses the collected data. The computer program was selected to analyze the collected data, which was the SPSS program.

3.5.1. Validity and Reliability

To ensure the stability of the measuring instrument that used, the Cronbach alpha coefficient was used to measure the stability of the instrument in terms of the internal consistency of the instrument expressions (questionnaire). The minimum value of the alpha coefficient should be considered the accepTable values of alpha, which is ranging from 0.70 to 0.95, the coefficient indicated greater stability of the measuring instrument (Bland and Altman, 1997; DeVellis, 2016).

Table 3.1 shows the stability and reliability of questionnaire. The value of the total instrument stability coefficient is 0.824. This value is accept table for the purposes of the study. This means that the questionnaire terms are consistent. Since the value is close to (1), this indicates that the questionnaire is valid for the study.

Table 3.1: The stability and reliability of questionnaire

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.821	.820	20

3.5.2. Data Analysis Tools

The stability was measured of the questionnaire by Caronbach's alpha test. Using Microsoft Excel and SPSS, the data was analyzed and determined by the ANOVA testing, mean and standard deviations to testing the hypothesis.

3.5.2.1. The mean, standard deviation, and percentages

In its simplest form, the arithmetic mean is the average of all data points in a given group. Table 3.2 shows the mean scales evaluation according to the mean values. While, the deviation of the data set from the arithmetic mean is measure the standard deviation. The calculations have been done as square root of the variance by determining the variance

between each data point to the arithmetic mean. As results, the deviation will be higher within the data set if point are above of arithmetic mean.

Table 3.2: The results of mean and standard deviation for eatch quetion

	N	Mean	Std. Deviation
Q1. I'm trying to perform my duties without delay.	210	3.64	.870
Q2. I'm trying to offer more time to study at the expense of leisure time.	210	3.14	1.044
Q3. I organize my school duties according to my ability hierarchy.	210	3.78	.912
Q4. I try to devote Class time to organize and store special knowledge about its topic .	210	3.31	1.005
Q5. I'm trying to customize a sufficient time during the weekend to study and review materials	210	3.56	1.026
Q6. I'm trying to organize studying hours of the day and week in order to achieve academic goals.	210	3.37	1.018
Q7. I'm planning and organizing my time in accordance with the duties and activities to be performed	210	3.19	1.018
Q8. I manage my time efficiently and effectively to reach the highest level of academic achievement.	210	3.47	1.003
Q9. Homework help ease the availability of adequate time to review the course material and to increase the academic achievement	210	3.26	.882

Table 3.2 (continued)

Q10. Distribution of time on course materials helps get the highest academic levels.	210	3.73	.883
Q11. Exploitation of leisure time helps to heighten the academic achievement.	210	3.66	1.015
Q12. Organization of study hours helps to heighten academic rating.	210	3.48	1.022
Q13. I manage my time efficiently and effectively to reach the rating excellent.	210	3.34	1.057
Q14. Reduction of Homework help ease the availability of adequate time to review the course material and to increase the academic rating.	210	3.54	.886
Q15. Time wasters like TV help reduce the academic rating.	210	3.18	1.019
Q16. Identifying of my strengths and weaknesses of the course material helps to raise my academic rating.	210	3.54	.934
Q17. Laze before embarking my studies contributes in gaining low rating.	210	3.60	.908
Q18. I arrange my priorities according to the importance of each material and the deadline.	210	3.51	1.003
Q19. I use a notebook to set plans and jottings.	210	3.34	1.160
Q20. I appreciate the expected time for each scholastic duty to help me organize my time and raise my ability to heighten my rating	210	3.51	.887

Table 3.3: The mean scales evaluation

Mean value	Evaluation
From 1 to 2.49	Weak
From 2.5 to 3.49	Medium
From 3.5 to 5	Good

3.5.2.2. One Way ANOVA

ANOVA analysis is also called a one-way analysis of variance. ANOVA analysis is used in statistics and statistical analysis in academic studies. A mono-variance analysis aims to compare averages or to reach a decision whether or not there are differences between the performance averages of groups that have been subjected to different treatments, to reach an average and other factors, the average means.

FOURTH CHAPTER

RESULTS AND DISCUSSION

4.1. Introduction

To analyze the study data, scientific interpretation and analysis to results and use them in the achievement of its objectives that were built and used to test the hypotheses of the study and test hypotheses, the use of statistical packages SPSS. Using repetitions, percentages, arithmetic averages, standard deviations.

4.2. Demography Analysis

The demography analysis of study includes some variables, which are gender, age, study hours, GPA, work, and getting training on time management before.

4.2.1. Gender

The frequency analysis shows that male was 123, which represented 58.6% from total samples, while female was 87 which about 41.4% from total samples. Thus, the percentage of males is somewhat high due to the culture of society. Table 4.1 shows distribution of gender sample.

Table 4.1: Frequency distributions of student by Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	123	58.6	58.6	58.6
	Female	87	41.4	41.4	100.0
	Total	210	100.0	100.0	

4.2.2. Age

The Table 4.2 shows that the largest percentage of the sample was for the age group of 36-45 by 44.8%, followed by the age group of 46 years and more by 22.4%. The lowest percentage was for the age group 25 years and less at 15.2%.

Table 4.2: Frequency distributions of student by Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25 or less	32	15.2	15.2	15.2
	26-35	37	17.6	17.6	32.9
	36-45	94	44.8	44.8	77.6
	46 and more	47	22.4	22.4	100.0
	Total	210	100.0	100.0	

4.2.3. Study hours

According to Table 4.3, the highest frequency in study hours was between 3-6 hours with 90 samples by 42.9% from total samples, followed by more than 6 hours 73 samples contained 34.8%, and the lowest percentages was the group of less than 3 hours a day.

Table 4.3: Frequency distributions of student by Study Hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 3	47	22.4	22.4	22.4
	3-6	90	42.9	42.9	65.2
	More than 6	73	34.8	34.8	100.0
	Total	210	100.0	100.0	

4.2.4. GPA

It can be note that the most of the respondents were the GPA group of 80-89 by 45.7%, followed by group of 70-79 that percent by 32.4%, then the group of more than 90, which represented by 14.3%, the lowest percentages by 7.6. the frequency analyses of research sample given an indicator that the students are in good level in their education level. Table 4.4 shows the frequency distributions of student by GPA.

Table 4.4: Frequency distributions of student by GPA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 70	16	7.6	7.6	7.6
	70-79	68	32.4	32.4	40.0
	80-89	96	45.7	45.7	85.7
	More than 90	30	14.3	14.3	100.0
	Total	210	100.0	100.0	

4.2.5. Work

Table 4.5 shows the distribution of work sample, where the highest percentages was Government work by 174 frequencies which represented by 82.9% of total samples, while the Private category was just 36 samples from total which represented by 17.1%.

Table 4.5: Frequency distributions of student by work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Government	174	82.9	82.9	82.9
	Private	36	17.1	17.1	100.0
	Total	210	100.0	100.0	

4.2.6. Training on time management before

As shown in Table 4.6, the highest frequency was the students those have no training on time management before with 159 that contains 75.7% of total study samples, while just 51 students have training on time management before those represented by 24.3%.

Table 4.6: Frequency distributions of student by training on time management before

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	51	24.3	24.3	24.3
	No	159	75.7	75.7	100.0
	Total	210	100.0	100.0	

4.3. Overall Evaluation

Frequency analysis for every question has been calculated by using SPSS software and shown in Table 4.7, in additional to mean and standard deviation.

Table 4.7: The frequency analysis of questionnaire with mean and standard deviation

The question	Frequency	Strongly agree %	Agree %	Natural%	Disagree%	Strongly disagree %	Average	Standard deviation
Q1. I'm trying to perform my duties without delay.	F	35	85	70	20	0	3.64	0.870
	%	16.7	40.5	33.3	9.5	0		
Q2. I'm trying to offer more time to study at the expense of leisure time	F	21	53	86	35	15	3.14	1.044
	%	10	25.2	41	16.7	7.1		
Q3. I organize my school duties according to my ability hierarchy.	F	49	86	55	20	0	3.78	0.912
	%	23.3	41	26.2	9.5	0		
Q4. I try to devote Class time to organize and store special knowledge about its topic .	F	27	61	80	35	7	3.31	1.005
	%	12.9	29	38.1	16.7	3.3		
Q5. I'm trying to customize a sufficient time during the weekend to study and review materials	F	38	80	60	25	7	3.56	1.026
	%	18.1	38.1	28.6	11.9	3.3		
Q6. I'm trying to organize studying hours of the day and week in order to achieve academic goals.	F	35	55	73	46	1	3.37	1.018
	%	16.7	26.2	34.8	21.9	.5		
Q7. I'm planning and organizing my time in accordance with the duties and activities to be performed	F	21	57	85	35	12	3.19	1.018
	%	10	27.1	40.5	16.7	5.7		
Q8. I manage my time efficiently and effectively to reach the highest level of academic achievement.	F	34	70	71	30	5	3.47	1.003
	%	16.2	33.3	33.8	14.3	2.4		
Q9. Homework help ease the availability of adequate time to review the course material and to increase the academic achievement	F	19	57	96	36	2	3.26	0.882
	%	9	27.1	45.7	17.1	1		

Table 4.7 (continued)

Q10. Distribution of time on course materials helps get the highest academic levels.	F	39	98	51	22	0	3.73	0.883
	%	18.6	46.7	24.3	10.5	0		
Q11. Exploitation of leisure time helps to heighten the academic achievement.	F	50	70	60	28	2	3.66	1.015
	%	23.8	33.3	28.3	13.3	1		
Q12. Organization of study hours helps to heighten academic rating.	F	32	80	61	30	7	3.48	1.022
	%	15.2	38.1	29	14.3	3.3		
Q13. I manage my time efficiently and effectively to reach the rating excellent.	F	32	59	78	31	10	3.34	1.057
	%	15.2	28.1	37.1	14.8	4.8		
Q14. Reduction of Homework help ease the availability of adequate time to review the course material and to increase the academic rating.	F	23	93	75	12	7	3.54	0.886
	%	11	44.3	35.7	5.7	3.3		
Q15. Time wasters like TV help reduce the academic rating.	F	17	70	67	46	10	318	1.019
	%	8.1	33.3	31.9	21.9	4.8		
Q16. Identifying of my strengths and weaknesses of the course material helps to raise my academic rating.	F	34	76	69	31	0	3.54	.934
	%	16.2	36.2	32.9	14.8	0		
Q17. Lazy before embarking my studies contributes in gaining low rating.	F	34	85	66	24	1	3.60	0.908
	%	16.2	40.5	31.4	11.4	.5		
Q18. I arrange my priorities according to the importance of each material and the deadline.	F	35	79	58	35	3	3.51	1.003
	%	16.7	37.6	27.6	16.7	1.4		
Q19. I use a notebook to set plans and jottings.	F	31	75	58	26	20	3.34	1.160
	%	14.8	35.7	27.6	12.4	9.5		
Q20. I appreciate the expected time for each scholastic duty to help me organize my time and raise my ability to heighten my rating.	F	25	89	65	31	0	3.51	0.887
	%	11.9	42.4	31	14.8	0		

The answers of research samples of Libyan graduate students in Turkish universities were divided according to their opinions to strongly agree, agree, natural, disagree and strongly disagree. As it showing in Table 4.7, the questionnaire started with the question is whether I'm trying to perform my duties without delay. The opinions of graduate students become as 120 students as agreement by about 57.2% (16.7% strongly agree and 40.5% agree), followed by 33.3% as natural, and the lowest percentages was disagreement by just 9.5%. Which mean the Libyan graduate students in Turkish universities are trying to perform their duties without delay, as time management procedure. The answers become with mean 3.64 and 0.870 standard deviation. The second question whether I'm trying to offer more time to study at the expense of leisure time, the highest answers became as natural with 41% followed by 35.2 as agreement. Therefore, the student's opinions did not sure if they agree or not with the question if I trying to offer more time to study at the expense of leisure time. The answers come with 3.14 mean and 1.044 standard deviation. The distribution of question four answers with normality test are available in Annex (2).

The answers of question, I organize my school duties according to my ability hierarchy, became as 64.3% agreements divided as (23.3% strongly agree and 41% agree), which is the highest percentage, followed by natural with 26.2%, then 9.5% did agree. The mean was 3.78 and standard deviation was 0.912. The evaluation of these results given indicators that Libyan graduate students are organize their school duties according to their ability hierarchy. The followed question was if I try to devote Class time to organize and store special knowledge about its topic. The answers became as 41.9% agreement divided as (12.9% strongly agree and 29% agree), which the highest percentages, that main they try to devote Class time to organize and store special knowledge about its topic, more details are available in Annex (2) with mean, standard deviation, and normality test.

The answers of question six whether I'm trying to organize studying hours of the day and week in order to achieve academic goals, become as agreement within 42.9% divided as (16.7% strongly agree and 26.2% agree) followed by 34.8% natural, therefore

the students are agreeing with the question if I'm trying to organize studying hours of the day and week in order to achieve academic goals, more details are available in Annex (2).

As overall evaluations, most of questions come as agreements with good mean and standard deviations, as well as normality test.

4.4. Hypotheses Testing

H: Time management abilities of Libyan graduate students in Turkish universities changes across their academic performances.

4.4.1 Gender

H_1: Time management abilities of Libyan graduate students in Turkish universities changes across females and males.

- The null hypothesis states that: there are no statistically significant mean differences between time management on academic performance among Libyan graduate students in Turkish universities which is attributed to the gender.
- The alternative hypothesis states that: there are a statistically significant mean differences between time management on academic performance among Libyan graduate students in Turkish universities which is attributed to the gender.
- Null hypothesis accepted, if there are no statistically significant mean differences ($\alpha > 0.05$).
- Alternative hypothesis accepted, if there are a statistically significant mean differences ($\alpha \leq 0.05$).

According to research data that analyzed by SPSS software, the two-way between groups analysis of variance was conducted to discover the influence of time management on academic performance among Libyan graduate students according to their gender. Subjects were separated into two groups based on their gender (Group 1: male; Group 2: female).

Table 4.8a: Descriptive Statistics across gender

Dependent Variable: TimeManTot

Gender	Mean	Std. Deviation	N
Male	67.9512	9.76516	123
Female	70.8736	8.98294	87
Total	69.1619	9.53676	210

Table 4.8a describes that the female recorded high mean with 70.87, standard deviation 8.98, while male was M = 67.95, SD = 9.76 and the number of male is 123 students, the number of female is 87 students.

Table 4.8b: Levene's Test of Equality of Error Variances[a]

Dependent Variable: TimeManTot

F	df1	df2	Sig.
.794	1	208	.374

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
a. Design: Intercept + Gender

According to the Table 4.8b, p = .374. As this is larger than .05, It can be concluded that it has not been violated the homogeneity of variances assumption.

Table 4.8c: Tests of Between-Subjects Effects

Dependent Variable: TimeManTot

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter
Corrected Model	435.179[a]	1	435.179	4.874	.028	.023	4.874
Intercept	982062.379	1	982062.379	10997.981	.000	.981	10997.981
Gender	435.179	1	435.179	4.874	.028	.023	4.874
Error	18573.317	208	89.295				
Total	1023516.000	210					
Corrected Total	19008.495	209					

a. R Squared = .023 (Adjusted R Squared = .018)
b. Computed using alpha = .05

As it shown in Table 4.8c, there was a statistically significant main effect for gender, F (1, 208) = 4.87, p = .028; however, the effect size was small (partial eta squared = .023).

Table 4.8d: Pairwise Comparisons

Dependent Variable: TimeManTot

		Mean Difference			95% Confidence Interval for Difference[b]	
(I) Gender	(J) Gender	(I-J)	Std. Error	Sig.[b]	Lower Bound	Upper Bound
Male	Female	-2.922*	1.324	.028	-5.532	-.313
Female	Male	2.922*	1.324	.028	.313	5.532

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

Post-hoc comparisons using the Tukey HSD test indicated that both of the male group(M = 67.95), F (1, 208) = 4.874, p = .028, and the female group (M = 70.87), F(1, 208) = 4.87, p = .028 were significantly different from the either of other groups as it shown in Table 4.8d. hence we conclude that females have more time management ability than males.

According to results, the alternative hypothesis is accepted. There are a statistically significant mean differences between time management on academic performance among Libyan graduate students in Turkish universities which is attributed to the gender.

4.4.2. Age

H2: Time management abilities of Libyan graduate students in Turkish universities changes across their age (25 or less; 26-35; 36-45; and 46 and more).

- The null hypothesis states that**:** There are no statistically significant mean differences between time management on academic performance among Libyan graduate students in Turkish universities which is attributed to the age.
- The alternative hypothesis states that**:** There are a statistically significant mean differences between time management on academic performance among Libyan graduate students in Turkish universities which is attributed to the age.

- The null hypothesis accepted, if there are no statistically significant mean differences ($\alpha > 0.05$).
- The alternative hypothesis accepted, if there are a statistically significant mean differences ($\alpha \leq 0.05$).

In order to test this hypothesis, the two-way between groups analysis of variance was conducted to discover the influence of time management on academic performance among Libyan graduate students according to their age.

Table 4.9a: Descriptive Statistics across age

Dependent Variable: TimeManTot

Age	Mean	Std. Deviation	N
25 or less	65.5625	8.71757	32
26-35	72.4595	8.04707	37
36-45	69.0532	9.62118	94
46 and more	69.2340	10.31506	47
Total	69.1619	9.53676	210

Based on two-way between groups analysis of variance, subjects were divided into four groups based on their age (Group 1: 25 or less; Group 2: 26-35 years; Group 3: 36-45 years; Group 4: 46 years and more). The group 2: 26-35 years recorded high mean with 72.45, standard deviation 8.04, while the less mean was group 1: 25 or less $M = 65.56$, $SD = 8.71$ as it shown in a Table 4.9a.

Table 4.9b: Levene's Test of Equality of Error Variancesa

Dependent Variable: TimeManTot

F	df1	df2	Sig.
1.369	3	206	.253

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
a. Design: Intercept + Age

As presented in a Table (4.9b), Levene's Test of Equality of Error Variances was used to a test of one of the assumptions underlying analysis of variance. The Significant level was .253. As this is larger than .05, It can be concluded that it has not been violated the homogeneity of variances assumption.

Table 4.9c: Tests of Between-Subjects Effects

Dependent Variable: TimeManTot

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	818.271[a]	3	272.757	3.089	.028	.043	9.267	.716
Intercept	846492.345	1	846492.34	9586.32	.000	.979	9586.326	1.000
Age	818.271	3	272.757	3.089	.028	.043	9.267	.716
Error	18190.224	206	88.302					
Total	1023516.000	210						
Corrected Total	19008.495	209						

a. R Squared = .043 (Adjusted R Squared = .029)
b. Computed using alpha = .05

As given in Table 4.9c, there was a statistically significant main effect for age, F (3, 206) = 3.089, p = .028; however, the effect size was small (partial eta squared = .043).

A comparison has been made in order to compare groups for age, we conducted pairwise compare the outputs that are provides in Table 4.9d.

Table 4.9d: Pairwise Comparisons

Dependent Variable: TimeManTot

		Mean Difference			95% Confidence Interval for Difference[b]	
(I) Age	(J) Age	(I-J)	Std. Error	Sig.[b]	Lower Bound	Upper Bound
25 or less	26-35	-6.897*	2.268	.003	-11.369	-2.425
	36-45	-3.491	1.923	.071	-7.282	.301
	46 and more	-3.672	2.154	.090	-7.918	.574
26-35	25 or less	6.897*	2.268	.003	2.425	11.369
	36-45	3.406	1.824	.063	-.189	7.002
	46 and more	3.225	2.065	.120	-.846	7.297
36-45	25 or less	3.491	1.923	.071	-.301	7.282
	26-35	-3.406	1.824	.063	-7.002	.189
	46 and more	-.181	1.679	.914	-3.491	3.129
46 and more	25 or less	3.672	2.154	.090	-.574	7.918
	26-35	-3.225	2.065	.120	-7.297	.846
	36-45	.181	1.679	.914	-3.129	3.491

As revealed in table 4.9d, the test indicated that the subjects in the 26-35 group (*M* = 72.45) reported that the time management was significantly *F* (3, 206) = 3.089, *p* = .003, more academic performance capable than subjects in the "25 or less" group (*M* = 65.56).

Also the test indicated that the "25 or less" group (*M* = 65.56), reported that time management was significantly *F* (3, 206) = 3.089, *p* = .003, more academic performance capable than subjects in the "26-35" group (*M* = 72.45). The other comparisons were not significant (*p*s > .05).

4.4.3 Study hours

H3: Time management abilities of Libyan graduate students in Turkish universities changes across study hours groups (Less than 3; 3-6; and More than 6).

- The null hypothesis states that: There are no statistically significant mean differences between time management on academic performance among Libyan graduate students in Turkish universities which is attributed to the study hours.

- The alternative hypothesis states that: There are a statistically significant mean differences between time management on academic performance among Libyan graduate students in Turkish universities which is attributed to the study hours.
- The null hypothesis accepted, if there are no statistically significant mean differences ($\alpha > 0.05$).
- The alternative hypothesis accepted, if there are a statistically significant mean differences ($\alpha \leq 0.05$).

In order to test this hypothesis, the two-way between groups analysis of variance was conducted to discover the influence of time management on academic performance among Libyan graduate students according to their study hours. Subjects were separated into three groups based on their study hours (Group 1: less than 3 hours a day; Group 2: 3-6 hours a day; Group 3: more than 6 hours a day).

Table 4.10 a: Descriptive Statistics across Study hours

Dependent Variable: TimeManTot

Study Hours	Mean	Std. Deviation	N
Less than 3	66.7234	10.13325	47
3-6	68.6111	9.16968	90
More than 6	71.4110	9.22382	73
Total	69.1619	9.53676	210

As a result of the Descriptive Statistics that presented in Table 4.10a, group more than 6 hours recorded high mean with 71.41, standard deviation with 9.22, followed by 3-6 hours' group with *M* = 68.61, *SD* = 9.17, while the group less than 3 hours recorded low mean with = 66.72, standard deviation with = 10.13.

Table4.10 b: Levene's Test of Equality of Error Variancesa by Study hours

Dependent Variable: TimeManTot

F	df1	df2	Sig.
.469	2	207	.626

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
a. Design: Intercept + Study Hours

According to Table 4.10b, p = .626. As this is larger than .05, It can be infringed that it has not been violated the homogeneity of variances assumption.

Table 4.10c: Tests of Between-Subjects Effects by Study hours

Dependent Variable: TimeManTot

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	676.031[a]	2	338.015	3.817	.024	.036	7.633	.689
Intercept	927469.917	1	927469.917	10472.475	.000	.981	10472.475	1.000
Study Hours	676.031	2	338.015	3.817	.024	.036	7.633	.689
Error	18332.464	207	88.563					
Total	1023516.000	210						
Corrected Total	19008.495	209						

a. R Squared = .036 (Adjusted R Squared = .026)
b. Computed using alpha = .05

From the Table 4.10c presented that there was a statistically significant main effect for study hours, F (2, 207) = 3.817, p = .024; however, the effect size was small(partial eta squared) = .036.

In order to compare groups for study hours, we conducted pairwise comparison test to compare the finding that are provided in Table 4.10d.

Table 4.10d: Pairwise Comparisons by Study hours

Dependent Variable: TimeManTot

(I) Study Hours	(J) Study Hours	Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b]	
					Lower Bound	Upper Bound
Less than 3	3-6	-1.888	1.694	.266	-5.227	1.451
	More than 6	-4.688*	1.760	.008	-8.157	-1.218
3-6	Less than 3	1.888	1.694	.266	-1.451	5.227
	More than 6	-2.800	1.482	.060	-5.722	.122
More than 6	Less than 3	4.688*	1.760	.008	1.218	8.157
	3-6	2.800	1.482	.060	-.122	5.722

Based on estimated marginal means
*. The mean difference is significant at the .05 level.

As revealed in Table 4.10d, the test indicated that the subjects in the more than 6 hours group (M = 71.41) reported that the time management was significantly F (2, 207) = 3.817, p = .008, more academic performance capable than subjects in the "less than 3 hours" group (M = 66.72).

Also the test stated that the "less than 3 hours" group (M = 66.72), reported that time management was significantly F (2, 207) = 3.817, p = .008, more academic performance capable than subjects in the "more than 6 hours" group (M = 71.4110). The other comparisons were not significant (ps > .05).

4.4.4. GPA

H_4: Time management abilities of Libyan graduate students in Turkish universities changes across their GPA (Less than 70; 70-79; 80-89; and More than 90**).**

- The null hypothesis states that: There are no statistically significant mean differences between time management on academic performance among Libyan graduate students in Turkish universities which is attributed to the GPA.
- The Alternative hypothesis states that: There are a statistically significant mean differences between time management on academic performance among Libyan graduate students in Turkish universities which is attributed to the GPA.

- The null hypothesis accepted, if there are no statistically significant mean differences ($\alpha > 0.05$).
- The alternative hypothesis accepted, if there are a statistically significant mean differences ($\alpha \leq 0.05$).

In order to test this hypothesis, the two-way between groups analysis of variance was conducted to discover the influence of time management on academic performance among Libyan graduate students according to GPA.

Table 4.11 a : Descriptive Statistics across GPA

Dependent Variable: TimeManTot

GPA	Mean	Std. Deviation	N
Less than 70	70.9375	8.59821	16
70-79	68.1912	9.73570	68
80-89	69.1250	9.81647	96
More than 90	70.5333	8.75621	30
Total	69.1619	9.53676	210

As given in Table 4.11a, subjects were separated into four groups according to their GPA (Group 1: less than 70; Group 2: 70-79; Group 3: 79-80; Group 4: more than 80).

It was presented that the group 1: less than 70 recorded high mean with 70.93, standard deviation 8.598, and Group 2: 70-79 was the less mean M = 68.19 and *SD* = 9.73, accordingly, the group 3: 80-89 recorded mean with 69.12, standard deviation with 9.81. Furthermore, the group 4: more than 90 recorded mean with 70.53, standard deviation 8.75. The number of subgroup has been checked, it was found that all values were correct.

Table 4.11b: Levene's Test of Equality of Error Variancesa

Dependent Variable: TimeManTot

F	df1	df2	Sig.
.661	3	206	.577

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
a. Design: Intercept + GPA

As the outcomes presented in Table 4.11b, $p = .577$. As this is larger than .05, It can be concluded that it has not been violated the homogeneity of variances assumption.

Table 4.11c: Tests of Between-Subjects Effects

Dependent Variable: TimeManTot

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	171.076[a]	3	57.025	.624	.600	.009	1.871	.179
Intercept	642566.491	1	642566.491	7026.902	.000	.972	7026.902	1.000
GPA	171.076	3	57.025	.624	.600	.009	1.871	.179
Error	18837.419	206	91.444					
Total	1023516.000	210						
Corrected Total	19008.495	209						

a. R Squared = .009 (Adjusted R Squared = -.005-)
b. Computed using alpha = .05

As shown in the Table 4.11c there was no statistically significant main effect for GPA, F (3, 206) = .624, $p = .600$; however, the effect size was small (partial eta squared) = .009.

Table 4.11d: Pairwise Comparisons

Dependent Variable: TimeManTot

(I) GPA	(J) GPA	Mean Difference (I-J)	Std. Error	Sig.[a]	95% Confidence Interval for Difference[a] Lower Bound	Upper Bound
Less than 70	70-79	2.746	2.657	.303	-2.492-	7.985
	80-89	1.813	2.582	.484	-3.278-	6.903
	More than 90	.404	2.960	.892	-5.432-	6.241
70-79	Less than 70	-2.746-	2.657	.303	-7.985-	2.492
	80-89	-.934-	1.516	.539	-3.922-	2.054
	More than 90	-2.342-	2.096	.265	-6.474-	1.790
80-89	Less than 70	-1.813-	2.582	.484	-6.903-	3.278
	70-79	.934	1.516	.539	-2.054-	3.922
	More than 90	-1.408-	2.000	.482	-5.352-	2.535
More than 90	Less than 70	-.404-	2.960	.892	-6.241-	5.432
	70-79	2.342	2.096	.265	-1.790-	6.474
	80-89	1.408	2.000	.482	-2.535-	5.352

Based on estimated marginal means

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

Post-hoc comparisons using the Tukey HSD test indicated that the mean score for all four groups was not significantly different from the either of other groups as it shown in Table 4.11d, where (all *p*s > .05).

According to results, the null hypothesis is accepted. There are no statistically significant mean differences between time management on academic performance among Libyan graduate students in Turkish universities which is attributed to the GPA.

4.4.5. Work

H_5: Time management abilities of Libyan graduate students in Turkish universities changes across their work (Government; and Private).

- The null hypothesis states that: There are no statistically significant mean differences between time management on academic performance among Libyan graduate students in Turkish universities which is attributed to the work.

- The alternative hypothesis states that: There are a statistically significant mean differences between time management on academic performance among Libyan graduate students in Turkish universities which is attributed to the work.
- The null hypothesis accepted, if there are no statistically significant mean differences ($\alpha > .05$).
- The alternative hypothesis accepted, if there are a statistically significant mean differences ($\alpha \leq .05$).

In order to test this hypothesis, the two-way between groups analysis of variance was conducted to investigate the influence of time management on academic performance among Libyan graduate students according to work groups. Subjects were separated into two groups based on their work (Group 1: Government; Group 2: Private).

Table 4.12a: Descriptive Statistics across work

Dependent Variable: TimeManTot

Work	Mean	Std. Deviation	N
Government	69.5920	9.36974	174
Private	67.0833	10.18788	36
Total	69.1619	9.53676	210

Table 4.12a describes that the government group recorded high mean with 69.59, standard deviation 9.36, while private group was *M* = 67.08, *SD* = 10.18. Aalso the outcomes indicated that the number of government group was 174 student, while the number of private group was 36 student.

Table 4.12b: Levene's Test of Equality of Error Variances[a]

Dependent Variable: TimeManTot

F	df1	df2	Sig.
.490	1	208	.485

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
a. Design: Intercept + Work

According to the Table 4.12b, $p = .485$ As this is larger than .05, It can be concluded that it has not been violated the homogeneity of variances assumption.

Table 4.12c: Tests of Between-Subjects Effects

Dependent Variable: TimeManTot

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	187.717[a]	1	187.717	2.075	.151	.010	2.075	.300
Intercept	557201.717	1	557201.717	6157.979	.000	.967	6157.979	1.000
Work	187.717	1	187.717	2.075	.151	.010	2.075	.300
Error	18820.779	208	90.485					
Total	1023516.000	210						
Corrected Total	19008.495	209						

a. R Squared = .010 (Adjusted R Squared = .005)

b. Computed using alpha = .05

From the Table 4.12c, there was no statistically significant main effect for work, F (1, 208) = 2.075, p = .151; however, the effect size was small (partial eta squared = .010).

Table 4.12d: Pairwise Comparisons by work

Dependent Variable: TimeManTot

(I) Work	(J) Work	Mean Difference (I-J)	Std. Error	Sig.[a]	95% Confidence Interval for Difference[a]	
					Lower Bound	Upper Bound
Government	Private	2.509	1.742	.151	-.925-	5.942
Private	Government	-2.509-	1.742	.151	-5.942-	.925

Based on estimated marginal means

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

Post-hoc comparisons using the Tukey HSD test indicated that both of the government group (M = 69.59), F (1, 208) = 2.075, p = .151, and the private group (M =

67.08), F (1, 208) = 2.075, p = .151 were not significantly different from the either of other groups as it shown in Table 4.12d, where all ps > .05.

According to results, the null hypothesis is accepted. There are no statistically significant mean differences between time management on academic performance with Libyan graduate students in Turkish universities which is attributed to the work.

4.4.6. Training on time management

H_6: Time management abilities of Libyan graduate students in Turkish universities changes across training on time management before groups (Yes; and No).

- The null hypothesis states that: There are no statistically significant mean differences between time management on academic performance among Libyan graduate students in Turkish universities which is attributed to the training on time management before.
- The alternative hypothesis states that: There are a statistically significant mean differences between time management on academic performance among Libyan graduate students in Turkish universities which is attributed to the training on time management before.

- The null hypothesis accepted, if there are no statistically significant mean differences ($\alpha > 0.05$).
- The alternative hypothesis accepted, if there are a statistically significant mean differences ($\alpha \leq 0.05$).

Table 4.13a: Descriptive Statistics
Dependent Variable: TimeManTot

Training on time management before	Mean	Std. Deviation	N
Yes	66.4510	9.89609	51
No	70.0314	9.28346	159
Total	69.1619	9.53676	210

As the outcomes presented in Table 4.13a, subjects were divided into two groups based on their training on time management before (Group 1: Yes; Group 2: No). The group 2: No recorded high mean with 70.03, standard deviation 9.28, while the group 1:

Yes recorded *M* = 66.45, *SD* = 9.89. As revealed in the same Table, the number of No group was 159, while the number of Yes group was 51, and these numbers were correct.

Table4.13b: Levene's Test of Equality of Error Variances[a]

Dependent Variable: TimeManTot

F	df1	df2	Sig.
.779	1	208	.378

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
a. Design: Intercept + TrainingTM

Based on Table 4.13b, *p* = .378. As this is larger than .05, It can be concluded that it has not been violated the homogeneity of variances assumption.

Table 4.13c: Tests of Between-Subjects Effects

Dependent Variable: TimeManTot

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	495.025[a]	1	495.025	5.562	.019	.026	5.562	.651
Intercept	719285.787	1	719285.787	8081.221	.000	.975	8081.221	1.000
TrainingTM	495.025	1	495.025	5.562	.019	.026	5.562	.651
Error	18513.470	208	89.007					
Total	1023516.000	210						
Corrected Total	19008.495	209						

a. R Squared = .026 (Adjusted R Squared = .021)
b. Computed using alpha = .05

As it shown in Table 4.13c, there was statistically significant main effect for training on time management, *F* (1, 208) = 5.562, *p* = .019; however, the effect size was small (partial eta squared = .026).

Results of the two-way between groups analysis of variance show that the effect taken training on time management before groups were statistically significant, *F* (1, 208)

= 5.56, p = .019. The core influence for taken training on time management before reach statistical significance. The group 2: No recorded high mean with 70.03, standard deviation .748, and Group 2: Yes, was the less M = 66.45 and SD =1.32.

Table 4.13d: Pairwise Comparisons

Dependent Variable: TimeManTot

(I) Training on time management before	(J) Training on time management before	Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b]	
					Lower Bound	Upper Bound
Yes	No	-3.580-*	1.518	.019	-6.574-	-.587-
No	Yes	3.580*	1.518	.019	.587	6.574

Based on estimated marginal means
*. The mean difference is significant at the .05 level.
b. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

Post-hoc comparisons using the Tukey HSD test indicated that both of the "No" group(M = 70.03), F (1, 208) = 5.56, p = .019 and the Yes group (M = 66.45), F (1, 208) = 5.56, p = .019 were significantly different from the either of other groups as it shown in Table 4.13d.

According to results, the alternative hypothesis is accepted. There are a statistically significant mean differences between time management across academic performance among Libyan graduate students in Turkish universities which is attributed to the training on time management before.

FIFTH CHAPTER

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

This research shed light on time management as and its affect in student's performance, and education organizations. The study taken the importance from title itself. This research aims to study the impact of time management on academic performance with focusing on Libyan graduate students in Turkish universities as research samples. This study constructed using deductive research approach.

Research finding identify the ability effect of time management on academic performance and achievement of Libyan graduate students in Turkish universities. In addition, identifying the relationship between the time management and academic performance of Libyan graduate students in Turkish universities. The research studied the effect of research variables on the ability effect to time managing on academic performance Libyan graduate students in Turkish universities.

The research samples showing that there are a statistically significant mean differences between time management across academic performance among Libyan graduate students in Turkish universities which is attributed to the gender. As well as there are a statistically significant mean differences between time management across academic performance among Libyan graduate students in Turkish universities which is attributed to the Age, Study hours in additional to training on time management before.

On the other hand, the results showing that the main effect for GPA and work did not reach statistical significance. Therefore, there are no statistically significant mean differences between time management across academic performance among Libyan graduate students in Turkish universities which is attributed to the GPA as well as Work.

The opinion of graduate students toward time management has been highlighted throughout the opinions of the of Libyan graduate students in Turkish universities. The research finding showed that there is awareness that the time management is essential, from graduate students' point of view towards time management. Theoretical and experimental parts of the research clarified the extent of the time management and its effect on academic performance of Libyan graduate students in Turkish universities. The research added new reference in field of time management tools and its effect to the students and researchers who those caring about this field.

Therefore, efficient and effective use of time is a condition of personal efficiency and personal productivity. It is often time management to distinguish between low performance and high levels. Time management is therefore essential to everyone who is seeking excellence and success.

Many studies of students are conducted to determine the impact of students' time management abilities on literacy achievement. Similar and different results were obtained from these studies. One of these studies is conducted by Macan et al. in 1990, 165 students completed a questionnaire to assess time management attitudes, stress, grades, and grade perception. This study revealed two main results. First, the time management behavior scale consists of four relatively independent factors that were most predictive of time management, whereas time management students reported a much greater assessment of achievement, job and life satisfaction, role Ambiguity, role overload, job induction and physical tension.

In another study conducted by Khan, et al. in 2016, 420 questionnaires were selected using a simple random sampling technique. The results show that there is a positive relationship between time management techniques and their class performance, which is consistent with our findings.

In the a study conducted by Yakubu and Edna in 2015, the population for this study was made up of 196 respondents who work in the various departments of the institutions studied. The result showed a positive impact of self-organization and time management

on the performance, which is consistent with our study. Time management is essential in all human activities and serves as a great tool for achieving all organizational goals (Yakubu and Edna, 2015).

While, in other study done by Odai Alghaswyneh in 2015, studied the role and impact of time management on the academic achievement of a student at North Borders University. According to the results of the study, time utilization was low between the student's time management factors, composition and planning and academic achievement, which was inconsistent with the results of the study (Alghaswyneh, 2015).

In other study by Miqdadi. et al. in 2014. The study was made to study the relationship between academic achievement and time management of the Petroleum Institute students in Abu Dhabi, UAE. They investigated the delays, breakups, interruptions, and stresses of workload of immature, second grade students. The results show that time management is related to academic performance and this is consistent with the results (Miqdadi. et al., 2014).

in other study, Maysoon Al-Zoubi in 2016, studied the impact of time-management art on academic achievement for high school students in Jordan. Approximately 2,000 high school boys and girls appear as survey respondents. The results of this study showed that moderate and static meanings were found at the time management level according to Irbid urban high school students. As a result, there was a statistically significant difference in the level of relationship between high school students' time management ability and academic achievement ($\alpha \leq 0.05$) between the high school students' time management ability and academic achievement. Women did not differ according to the study time, which inconsistent with the results of our study (Al-Zoubi, 2016).

5.2. Research Limitations

the research was carried out within some limits such as locative limits, which are the limits that study limited to the Libyan graduate students those study in Turkish universities within a mail, communications and information technology, through the members of the study sample on the sections of the study tool and its use in this study. In

other hand, objective limits where study was limited to the relationship between time management and its impact on academic performance. Time limits that study was applied during the spring semester 2018.

Despite of these limitations, the present study is the first step in the direction of study the effect of time management and its behaviors on academic performance.

5.3. For the Future Work

Through our study can make some suggestions and recommendations that is useful in developing the reality of time management skills to the students or employees. Therefore, to deepen the concept of time management and its importance to students, through self-motivation to manage their time, reading in the relevant publications. Preparing the students by planning a training program to develop their skills in this field.

Reducing undesirable behavior patterns for students and workers, which cause waste of time, by educating them about the importance of time as one of the most important resources for raising efficiency. Monitor the performance of students and employees by maintaining records of the daily performance statistics. Conduct more studies and research on the subject of time management and conduct on other sectors and compare them with this study. As well as, conduct more studies in field of measure the level of time management implementation.

In addition, as future plan this study can be improved using qualitative research. Theoretically, it can be added and study culture variable, and compared with other culture and nationality.

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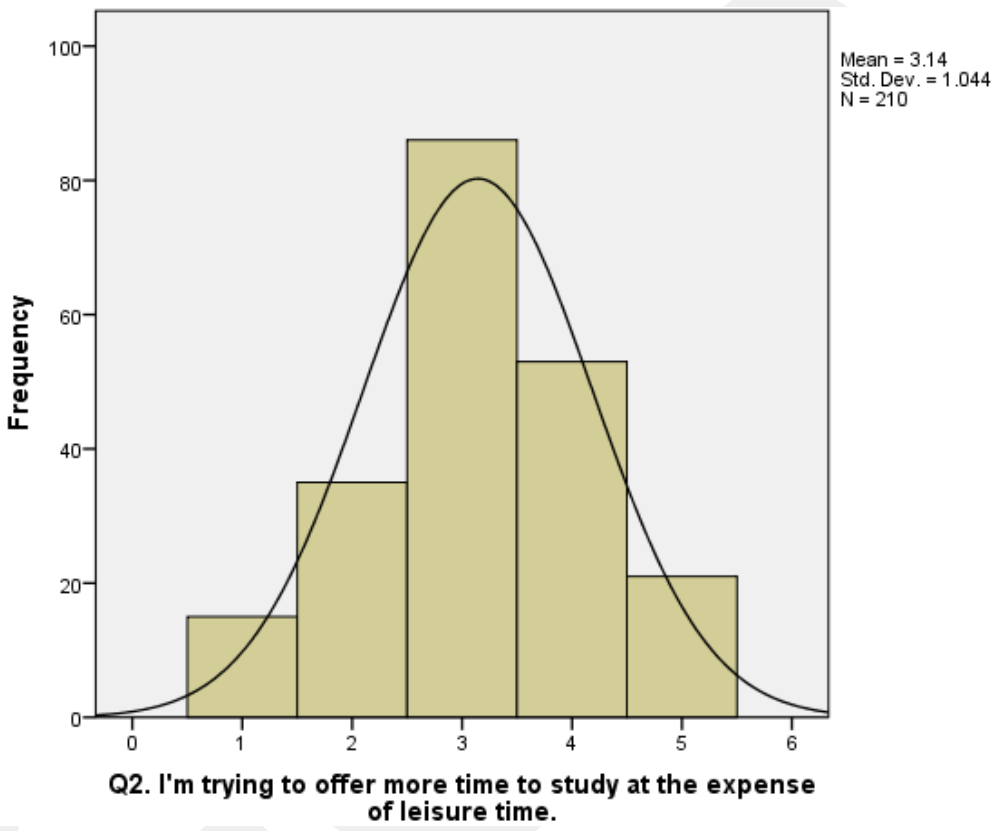
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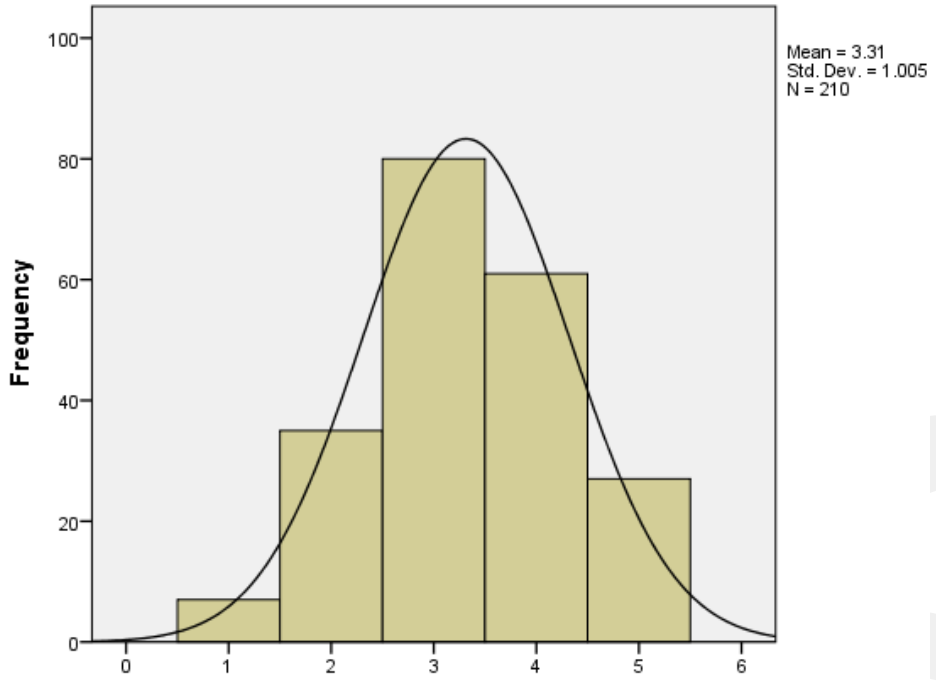
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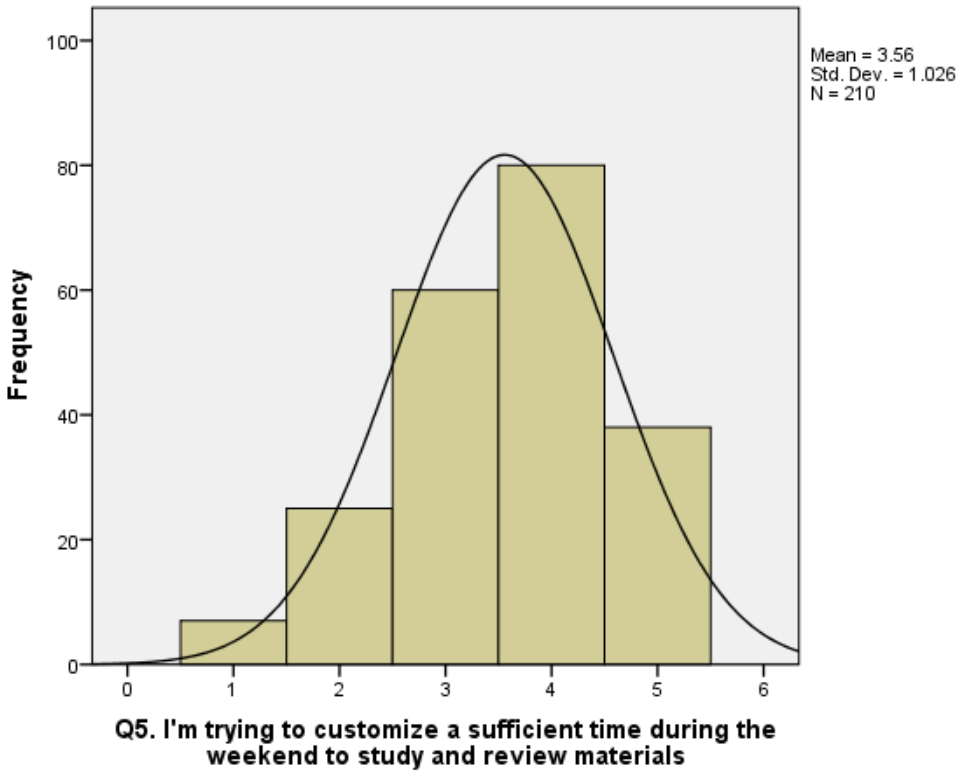
ANNEXES

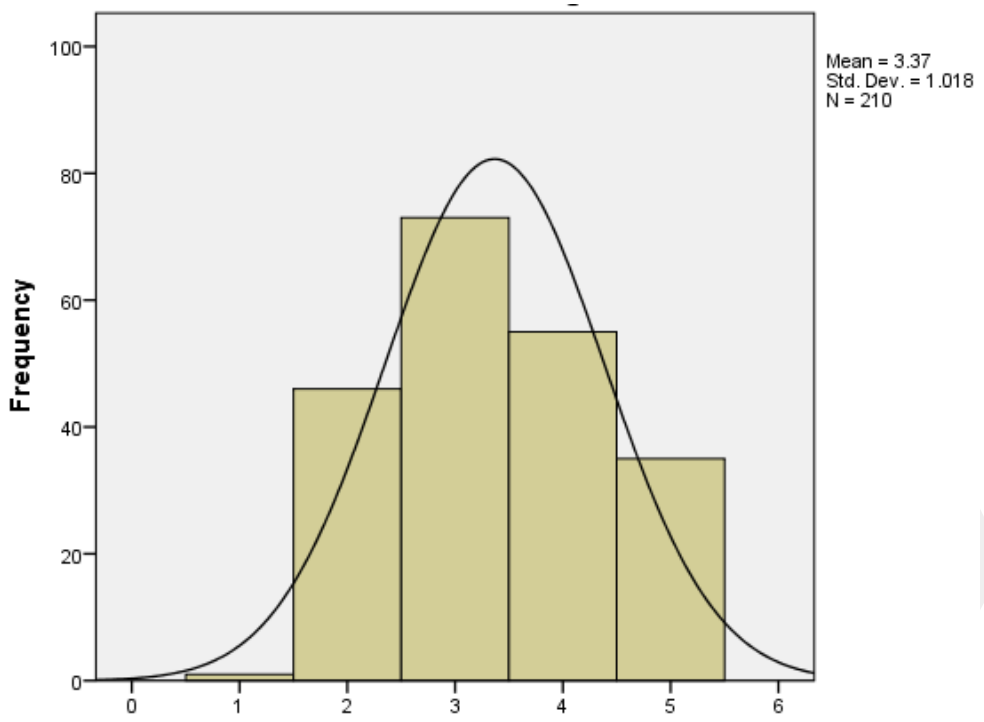
Annex (1)

Frequency Analysis

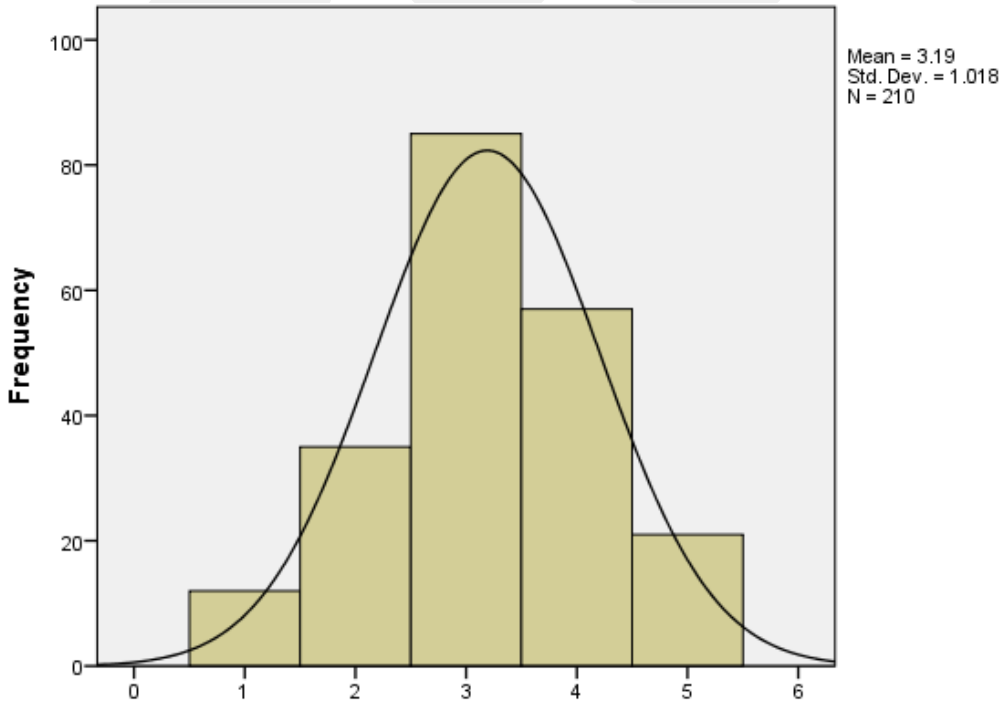



Mean = 3.31
Std. Dev. = 1.005
N = 210
Frequency
100
80
60
40
20
0
0
1
2
3
4
5
6
Q4. I try to devote Class time to organize and store special knowledge about its topic .

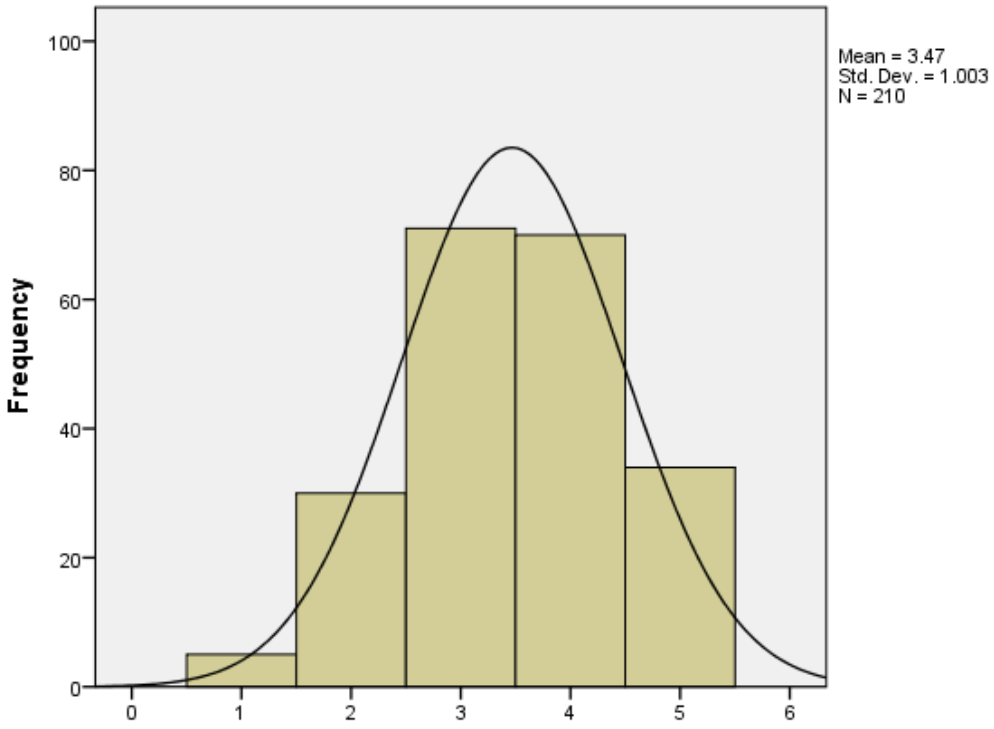

Mean = 3.56
Std. Dev. = 1.026
N = 210
Frequency
100
80
60
40
20
0
0
1
2
3
4
5
6
Q5. I'm trying to customize a sufficient time during the weekend to study and review materials



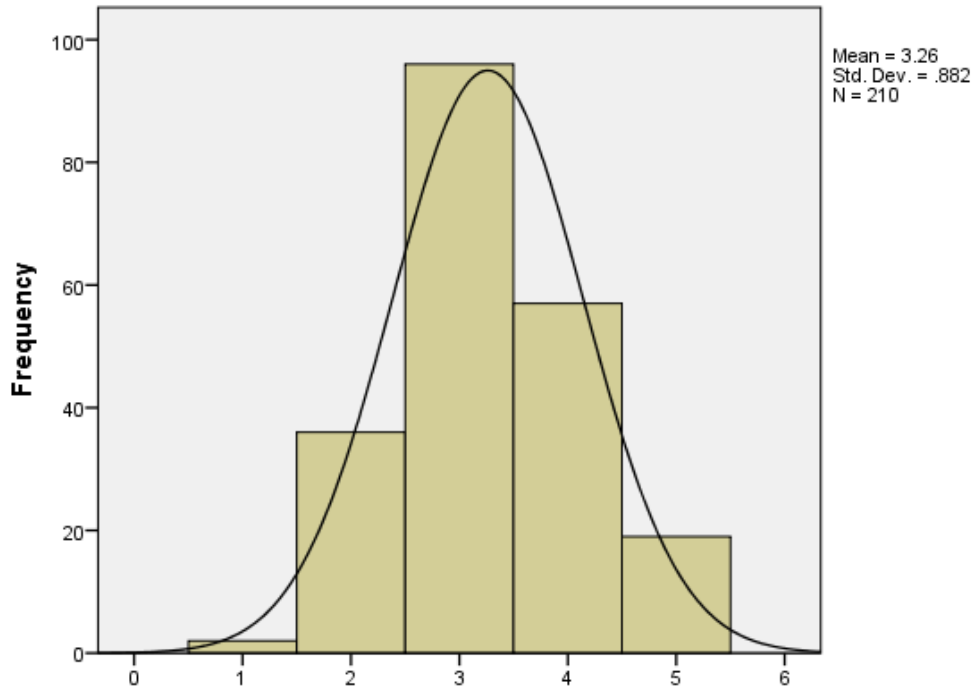
Q6. I'm trying to organize studying hours of the day and week in order to achieve academic goals.



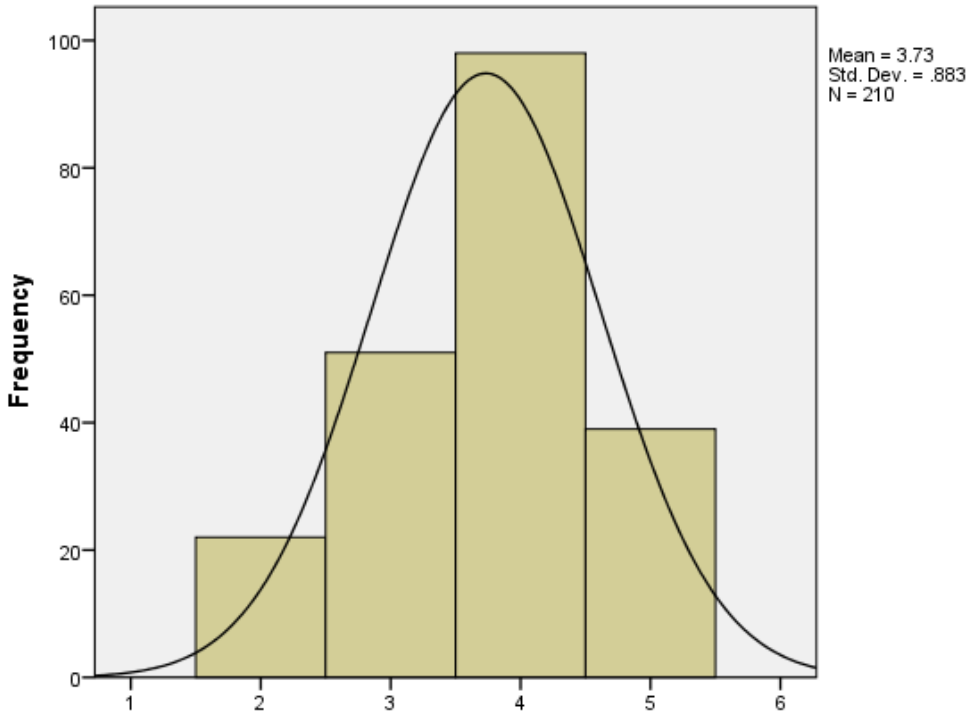
Q7. I'm planning and organizing my time in accordance with the duties and activities to be performed



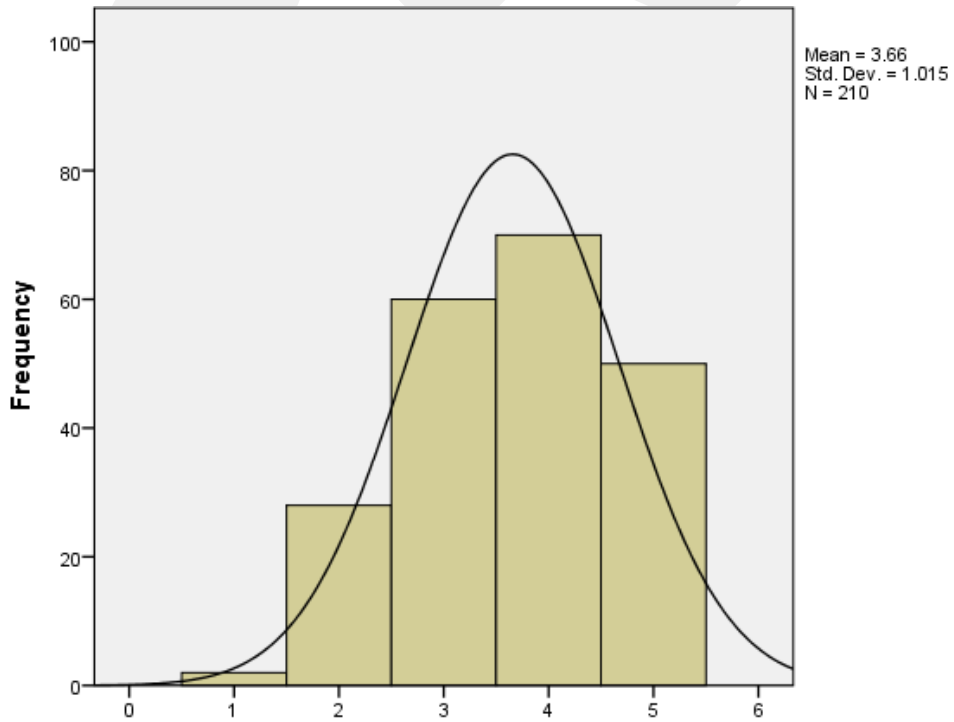
Q8. I manage my time efficiently and effectively to reach the highest level of academic achievement.



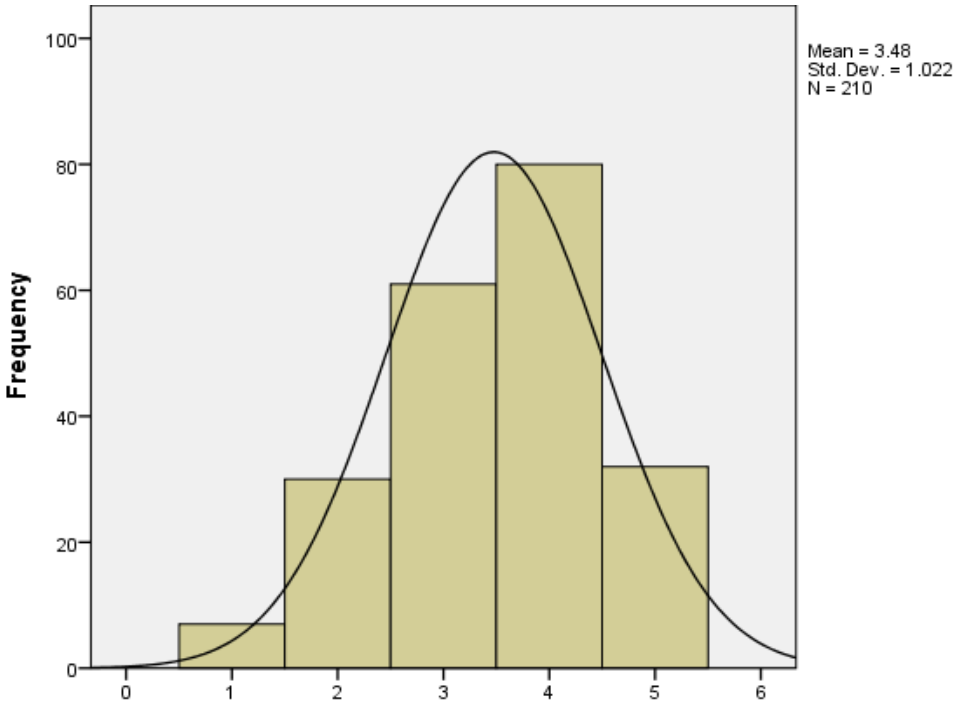
Q9. Homework help ease the availability of adequate time to review the course material and to increase the academic achievement



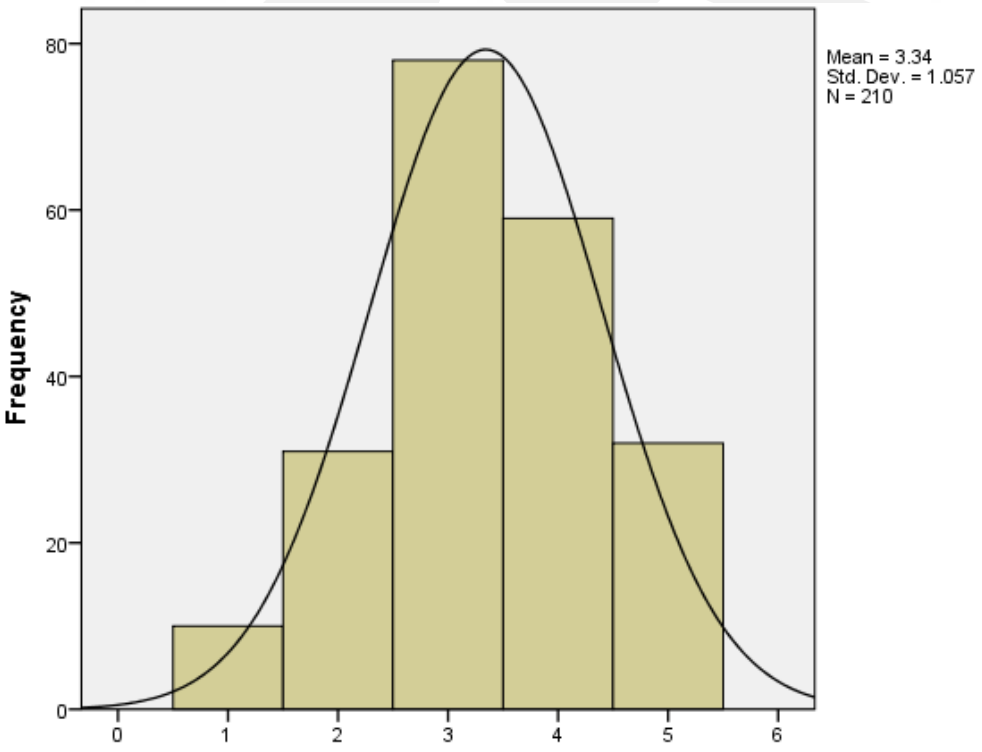
Q10. Distribution of time on course materials helps get the highest academic levels.



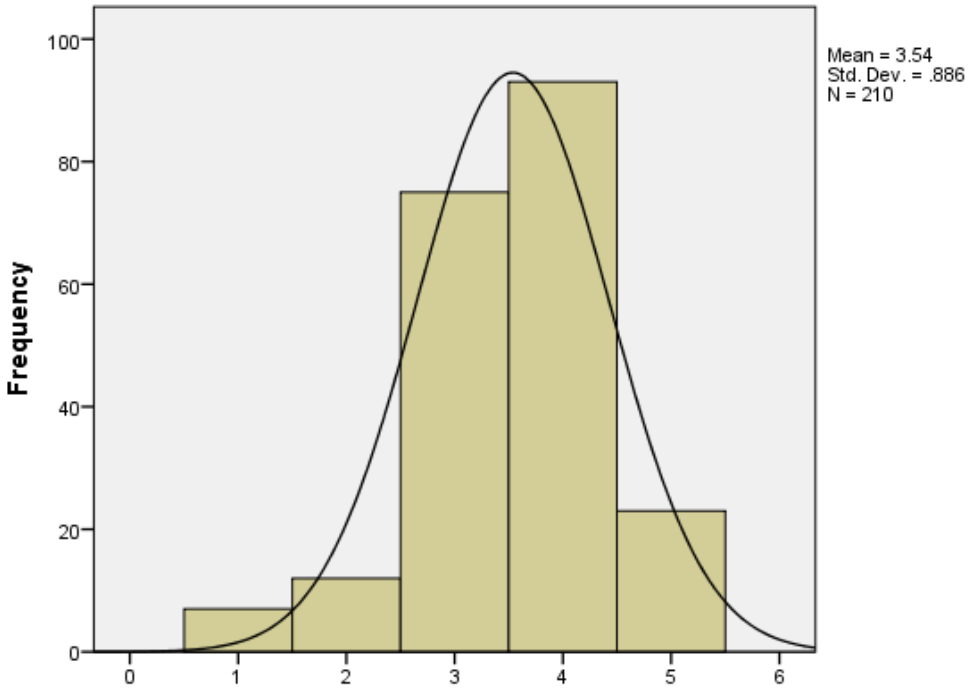
Q11. Exploitation of leisure time helps to heighten the academic achievement.



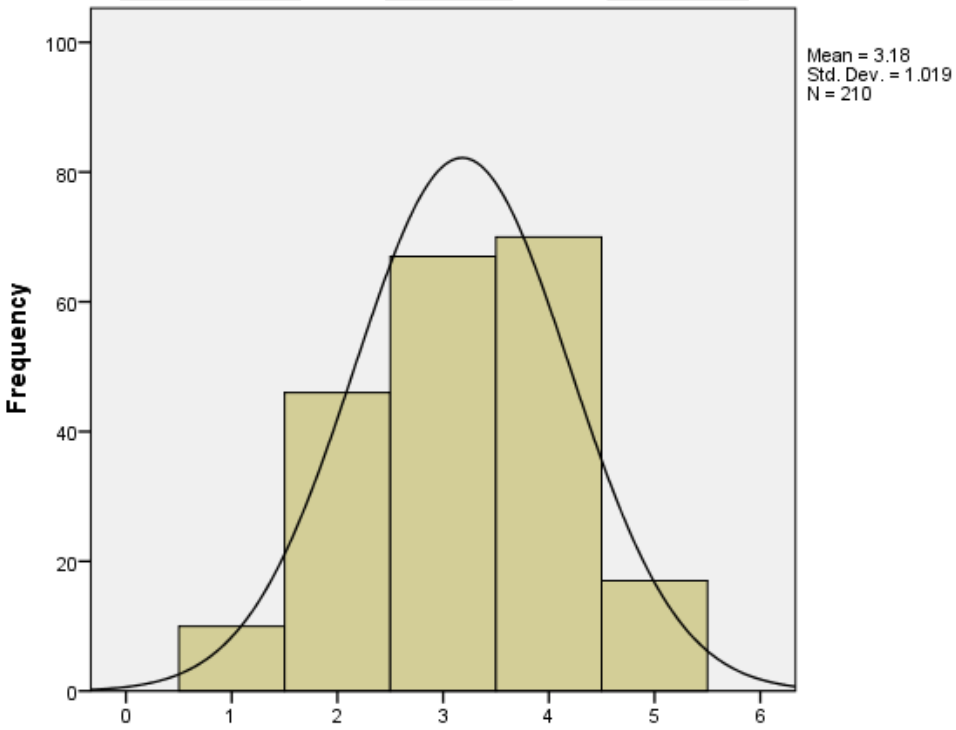
Q12. Organization of study hours helps to heighten academic rating.



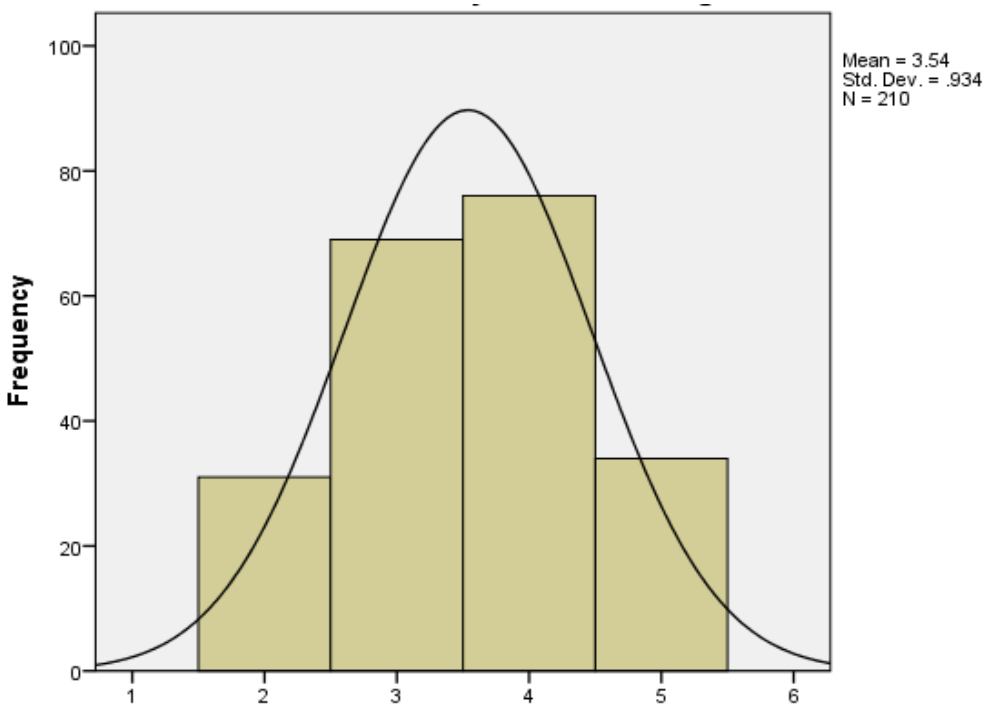
Q13. I manage my time efficiently and effectively to reach the rating excellent.



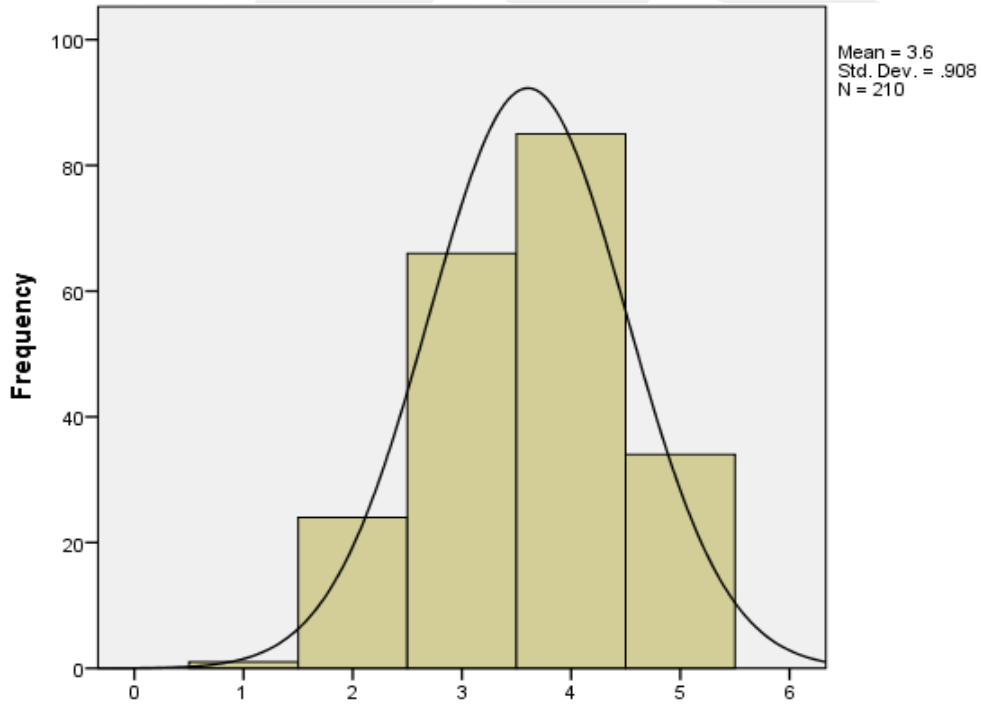
Q14. Reduction of Homework help ease the availability of adequate time to review the course material and to increase the academic rating.



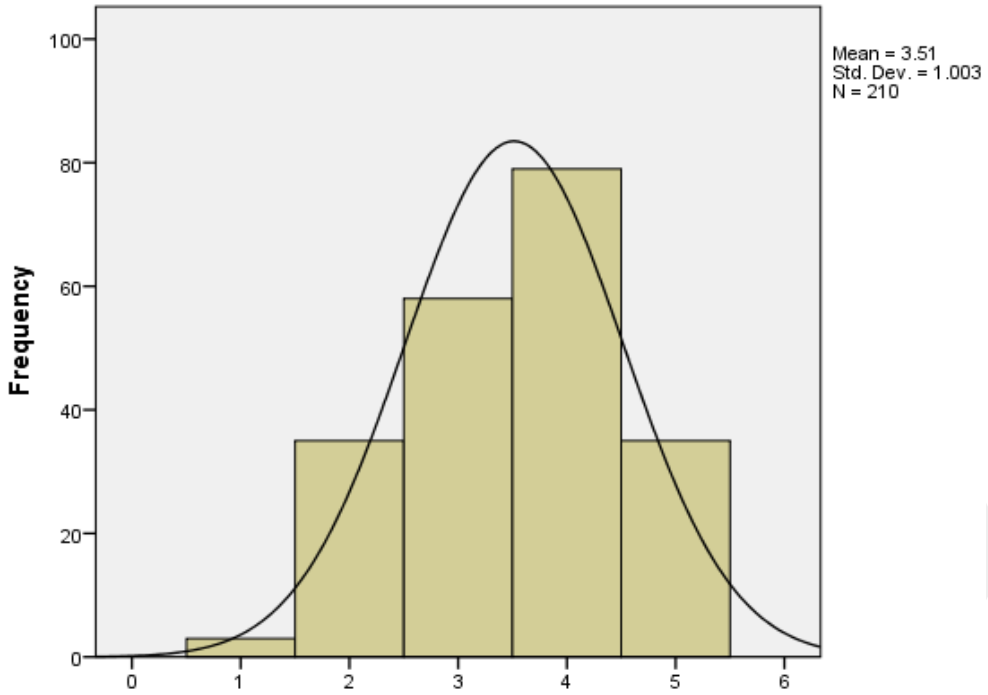
Q15. Time wasters like TV help reduce the academic rating.



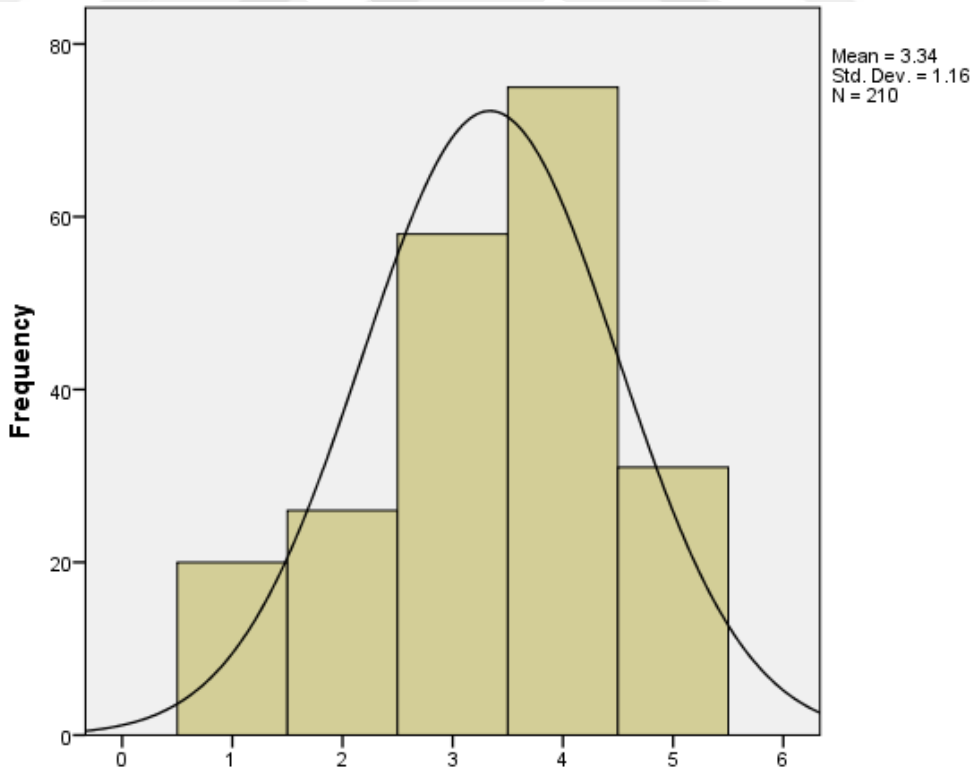
Q16. Identifying of my strengths and weaknesses of the course material helps to raise my academic rating.



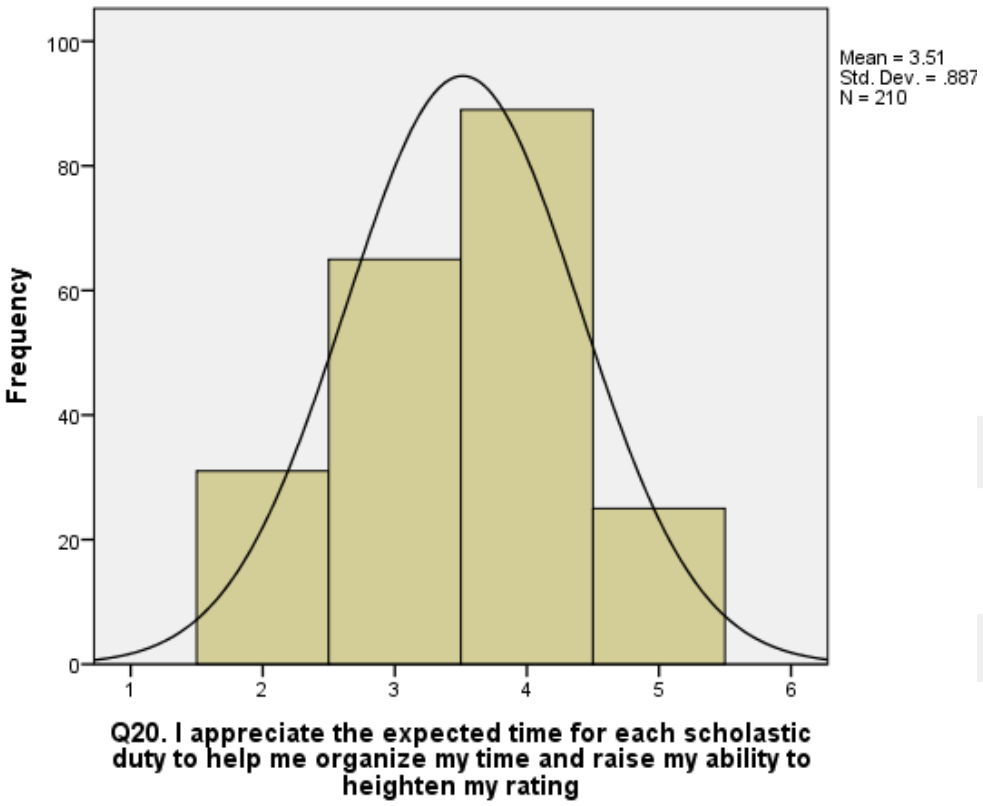
Q17. Laze before embarking my studies contributes in gaining low rating.



Q18. I arrange my priorities according to the importance of each material and the deadline.



Q19. I use a notebook to set plans and jottings.


Mean = 3.51
Std. Dev. = .887
N = 210
Frequency
100
80
60
40
20
0
1
2
3
4
5
6
Q20. I appreciate the expected time for each scholastic duty to help me organize my time and raise my ability to heighten my rating

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Date : 17/01/2019

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ORIJINALLIK RAPORU

%17	%14	%6	%11
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