

Atallah benyahia et. Al

Time Management Skill and Its Relationship to Educational Achievement: A Field Study in Selected Secondary Schools in the City of Laghouat

Time Management Skill and Its Relationship to Educational Achievement: A Field Study in Selected Secondary Schools in the City of Laghouat

Atallah benyahia¹, Ahmad Benhorma².

¹University of Ammar Thaliji University of Laghouat(Algeria), Faculty of Social Sciences, Department of Psychology And Education Sciences And Orthophonie, laboratory of Guidance Psychological Development Tools Measurement In the middle School (Algeria).

²Higher School of Professors Student Abd al-Rahman of Laghouat, Department of History (Algeria).

Abstract:

The current study aims to investigate the topic of time management skills and their relationship with academic achievement among secondary school students. The sample consisted of 80 male and female third-year secondary school students selected randomly from several secondary schools in the province of El Oued. To achieve the study's objectives, a questionnaire tool was used to measure time management skills, prepared by the researchers. A variety of statistical methods were employed to collect and analyze the data. After discussing the results, it was found that there is a positive correlation between the level of time management and academic achievement, meaning that the higher the level of time management, the higher the academic achievement of the students.

Keywords: time management skills, academic achievement, secondary stage.

The Author's Email: a.benyahia@lagh-univ.dz¹, a.benhorma@ens-lagh.dz².

Tob Regul Sci.™ 2023;9(1): 2645-2660

DOI: doi.org/10.18001/TRS.9.1.183

Introduction:

Time represents one of the most essential components of our daily lives. It is a profound sign of God's wisdom and exquisite craftsmanship. In Surah Al-Asr, which is a pinnacle of eloquence and miraculousness, Allah swears by time, stating, "By time, indeed, mankind is in loss, except for those who have believed and done righteous deeds and advised each other to truth and advised each other to patience" (Surah Al-Asr). Our noble Prophet, peace be upon him, said, "There are two blessings that many people are deceived by: health and free time." If time holds great significance in all aspects of our lives, it undoubtedly carries immense importance in the educational process. This is evident from the increasing attention paid to time management in

Time Management Skill and Its Relationship to Educational Achievement: A Field Study in Selected Secondary Schools in the City of Laghout

recent studies, particularly in the Arab world. Time management is considered one of the fundamental elements of the educational process and the primary driving force behind it. It directly influences academic achievement, as it serves as a criterion to assess students' actual levels. Academic achievement is one of the key indicators of nations' progress and development. Students play a pivotal role in attaining predetermined educational objectives, especially those approaching pivotal exams such as the baccalaureate certificate, which marks a transitional phase in their lives.

1-1 Problem Statement:

The Prophet Muhammad, peace be upon him, said, "On the Day of Judgment, a servant's feet will not move until he is asked about four things: his life and how he spent it, his youth and how he utilized it, his wealth and how he earned it and how he spent it, and his knowledge and how he acted upon it." Victor Hugo said, "Chaos reigns when we leave time to chance." Napoleon was asked about the reason for his victories, to which he responded, "The reason for my victory over the Austrian Empire lies in the fact that my enemies did not understand the value of the last five minutes." Time has garnered attention from all religions and ancient and modern civilizations due to its significance in human life. Since time and management are interrelated processes, time management aims to develop skills and personal behaviors that allow individuals to have self-control. It aims to minimize wasted time and invest it in the best possible ways. Recently, new trends have emerged in educational theories, shedding light on the significant role of the student as the central focus of the educational process. Therefore, it is essential to enhance students' ability to effectively manage their time, as time is one of the most important resources in human life, particularly within the educational system. This is due to the multitude of subjects, extensive curriculum, and overwhelming amount of programs and lessons that students receive. As time is a real investment and high academic achievement is one of the indicators of success in advanced societies, it has become necessary to assist and motivate students to effectively manage their time in order to manage themselves and their lives correctly. In light of this, we can pose the following question:

Is there a relationship between time management skills and academic achievement among third-year secondary school students?

1-2 Study Objectives:

- * To examine the nature of the relationship between time management skills and academic achievement.
- * To assist students in effectively managing their time.

1-3 Importance of the Study:

The importance of this study lies in the following points:

Time Management Skill and Its Relationship to Educational Achievement: A Field Study in Selected Secondary Schools in the City of Laghout

The theoretical significance of this study stems from its subject matter, as it addresses the skill of time management and its relationship to academic achievement among students who are approaching the Baccalaureate examination and the entrance to university. This can only be achieved through better time management. The practical significance of this study can be summarized in the following points:

- * The scarcity of studies that have addressed the topic in the local and Arab context, as the focus has been mainly on time management among administrators.
- * The importance of time for students as it is one of their most valuable resources.
- * Time is considered one of the most crucial aspects of the educational process.
- * Assisting students in finding the best ways to achieve better self-efficiency.
- * Benefiting all those involved in the study to better program their time and lead a more positive life.
- * Identifying barriers to academic achievement.

1-4 Study Limitations:

This study is defined by the following limitations: 1. Spatial Limitations: The study was conducted in a specific city, Al-Aghwat, and focused on selected secondary schools in that area. 2. Human Limitations: The study was limited to a sample of students in the third year of secondary school. 3. Time Limitations: The study was implemented during the year 2014.

1-5 Previous studies:

"There have been numerous studies on time management skills in various environments, some of which are relevant to the current study. These previous studies have greatly contributed to shaping the comprehensive view of the current research study. The researcher benefited from them in defining the study objectives, selecting the sample, and choosing the appropriate study tool. Additionally, these studies helped in formulating the research questions. From the review of previous studies within the researcher's knowledge, it is evident that there are many studies that have addressed the skill of time management.

One such study is the research conducted by Ziyad Barakat (2007) titled "Attitudes of Distance Learning University Students towards Time Management and Its Relationship to Some Variables." The problematic issues addressed in his study were as follows: Do university students have a positive or negative orientation towards time management? Are there statistically significant differences ($\alpha = 0.05$) in the attitudes of students at Al-Quds Open University towards time management attributed to the following variables: academic achievement, gender and marital status, age, work, and specialization? What is the daily average amount of time spent

Time Management Skill and Its Relationship to Educational Achievement: A Field Study in Selected Secondary Schools in the City of Laghout

by distance learning university students on different academic and personal activities in light of the gender variable, attending university premises and classroom sessions, time spent on homework, daily habits, and social visits? Are there statistically significant differences ($\alpha = 0.05$) between the average number of hours spent by distance learning university students with positive orientations in engaging in personal activities, the subject of the research, and the average number of hours spent by their counterparts with negative orientations in those activities? The significance of his study lies in the theoretical importance represented by the importance of the subject matter, which is students' orientations towards time management and respect for it. The practical significance lies in providing a scale to measure the attitudes of university students towards time management, which can be utilized by educators in designing and evaluating the teaching process through time organization and regulation. The study sample consisted of 260 students, and the study was conducted at Al-Quds Open University. The study employed a questionnaire as the research tool. The study found that only 32.7% of the targeted students displayed positive orientations towards time management, while 67.3% of the students showed negative orientations. Furthermore, there were no statistically significant differences based on variables such as gender, work, and specialization in students' attitudes towards time management. However, the results revealed statistically significant differences in students' attitudes towards time management attributed to variables such as marital status, academic achievement, and age, favoring married students, those with higher academic achievements, and those in the age group of 31 years and older, respectively. The study also indicated the daily time allocation for various activities among students, with the following order: sleep, daily habits, attending the university and studying at home, leisure time (Barakat, 2007, p. 160).

The second study, conducted by Antar Mohammed Ahmed Abdul-Aal in 2009, titled "The Effectiveness of Time Management among Students of the Teachers College in Hail, Saudi Arabia, and its Relationship to Academic Achievement," aimed to explore the time management skills of students in Teachers Colleges in Saudi Arabia and their correlation with academic achievement. The main research question was whether there is a relationship between time management and academic achievement. The study also aimed to shed light on various aspects of students' daily time management and effectively organizing their time, with the intention of minimizing time wastage. This could provide a scientific basis for improving students' performance and equipping them with time management skills. The researcher formulated the following hypotheses: 1. There is no relationship between time management and academic achievement. 2. There is no relationship between time management and the students' academic specialization. 3. There is no relationship between academic achievement and the students' academic specialization. The researcher adopted a descriptive approach and utilized the "Roy Alexander" scale and a achievement test on a sample of 265 students as research tools. The results indicated that students effectively manage their time on certain occasions. Furthermore, there was a positive correlation between time management and academic achievement, as higher levels

Time Management Skill and Its Relationship to Educational Achievement: A Field Study in Selected Secondary Schools in the City of Laghouat

of effective time management were associated with higher academic performance. Moreover, variations were observed among different departments in terms of time management. The Science department ranked third in time management and first in academic performance, while the Quranic Studies department ranked first in time management but last in academic achievement. The English Language department secured the second position in both time management and academic performance (Antar, 2009, p. 112).

Study Three: A study by FawziabintKhalafan bin Hameed Al-Ghafri (2009-2010) titled "The Effectiveness of a Collective Guidance Program in Improving Time Management Skills and Academic Achievement" among a sample of first-year male and female students at the College of Applied Sciences in Ibri, Sultanate of Oman. The aim of this study was to design a training program for time management for first-year male and female students at the College of Applied Sciences and to assess the impact of the training program on time management within the same sample. Additionally, the study aimed to examine the effect of the training program on academic achievement among first-year male and female students at the College of Applied Sciences. The study was conducted during the academic year (2009-2010), with the guidance program being implemented between April 7, 2010, and June 1, 2010. The sample consisted of 234 students (179 males and 55 females), randomly selected. The experimental group consisted of 16 students, while the control group consisted of 16 students, deliberately selected based on their responses to a time management questionnaire. The study utilized several research tools, including personal interviews, content analysis, document analysis, a time management scale, and a collective guidance program. The experimental approach was employed as the research methodology. The study found statistically significant differences between the experimental and control groups in the dimensional measurement of the domains of the time management scale related to organizational goals, personal behaviors, others' behaviors, available resources, and academic achievement in favor of the experimental group. Moreover, statistically significant differences were found between the pre-test and post-test measurements in the experimental group regarding the domains of the time management scale and academic achievement. Additionally, statistically significant differences were observed between the post-test measurements of the experimental group and the follow-up measurement, except for the third axis of others' behaviors and the fourth axis of available resources, as well as the overall measurement of time management and academic achievement (Al-Ghafri, 2011, p. 12).

Study Four: This study was conducted by Ammar Abdullah Mahmoud Al-Freihat, Omar Abdel Rahim Al-Rababah, and Hamed Mohammed Du'um (2010) on "The Degree of Effectiveness of Time Management among Female Students at Ajloun College and Its Relationship with Academic Achievement" at Al-Balqa Applied University in Jordan. The aim of this study was to determine the degree of effectiveness of time management among female students at Ajloun College and its relationship with their academic achievement. The study also aimed to examine the differences in the degree of effectiveness of time management among students based on their

Atallah benyahia et. Al

Time Management Skill and Its Relationship to Educational Achievement: A Field Study in Selected Secondary Schools in the City of Laghout

educational level (diploma or bachelor's degree). The sample consisted of female students at Ajloun College, including 260 bachelor's degree students and 200 diploma students, selected randomly. The research tool used in the study was a time management scale developed by the researchers. The study found the following results: The degree of effectiveness of time management among the study sample was moderate across all study dimensions. There was a correlation between the time orientation domain and academic achievement, while no significant correlations were found in the other domains. The study indicated statistically significant differences at a significance level of (0.05) for the diploma level compared to the bachelor's level in the short-term planning domain. However, no statistical significance was found in the other domains (Al-Freihat et al., 2010, p. 449).

Study Five: This study was conducted by Sulaiman Hussein Musa Al-Muzayen (2012) on "The Relationship between the Effectiveness of Time Management and Academic Achievement from the Perspective of Education College Students." The study aimed to examine the relationship between the effectiveness of time management and academic achievement from the perspective of Education College students. It also aimed to identify statistically significant differences at a significance level of (0.05) among the means of the study variables (gender, specialization, academic level) and provide recommendations to improve academic achievement by enhancing the effectiveness of time management and alleviating academic and life pressures. The researcher followed a descriptive-analytical approach, with a sample consisting of 240 male and female students from the Education College at the Islamic University in Gaza. The research tool used was a questionnaire designed by the researcher. The study found statistically significant differences at a significance level of (0.05) in the means of students' responses regarding the effectiveness of time management and its relationship with academic achievement from the students' perspective, attributed to the variable of gender in favor of females. There were no significant differences in the means of students' responses regarding the effectiveness of time management and its relationship with academic achievement based on the academic level (first and fourth), but there were statistically significant differences at a significance level of (0.05) in the means of students' responses regarding the effectiveness of time management and its relationship with academic achievement attributed to the specialization variable (Sulaiman Hussein Musa Al-Muzayen, 2012, p. 373).

1-6 Study Terminologies:

Time Management: Definition of Time Management: It is the organization of time and intelligent control over its implementation to be effective (Mohammed Hassan Mohammed Hamadat, 2007, p. 136). Management and time are two interconnected words because management is the process through which coordinated, organized, and efficient work is performed to achieve specific goals using the best means and minimum costs (QasimNaifAlwan and Najwa Ramadan Ahmid, 2009, p. 39). Therefore, work cannot be performed without

Time Management Skill and Its Relationship to Educational Achievement: A Field Study in Selected Secondary Schools in the City of Laghout

allocating time to it. In this regard, Bergson states that "in every minute, something new arises that is not the result of a previous introduction but rather the creation of a creation that is inferred before its occurrence, as change is the law of life." Frederick Taylor was the first to scientifically and logically study time management. This was in the early twentieth century when he attempted to increase factory production by studying motion and time (Hanaa Mahmoud Al-Qaisi, 2010, p. 231). The focus on time management as a comprehensive concept began in the late 1950s and early 1960s, with contributions from the Western world. The first written attempt in this field was in 1958 by the researcher James MaKey, and one of his famous sayings was, "If you feel a lack of time during your work, it indicates that your managerial skills are heading towards non-existence" (QasimNaifAlwan and Najwa Ramadan Ahmid, 2009, p. 15). The skill of time management is defined in the Encyclopedia of Educational Terminologies as the skill used to achieve the best use of time (Mohamed El-Sayed Ali, 2008, p. 224). Time management is also the ability to organize the available time to accomplish various tasks quickly and efficiently and minimize wasted time as much as possible according to a specific timetable (HishamMerizik, 2008, p. 229). Al-Kayid (1993) sees time management as the process of accurately determining how to use time at work for a specified period in the future (Khaled Ahmed Al-Sarayreh, 2010, p. 90). In addition to being the intelligent control over the implementation of its plan to be effective, time management is concerned with organizing and coordinating the efforts of workers for their comprehensive development (Yasser Ahmed Farah, 2008, p. 25). It is a behavioral skill that refers to an individual's ability to modify their behavior and change some negative habits they practice in their lives to manage and optimize their time, overcome life pressures. It is also a continuous process of planning, analysis, and continuous evaluation of all activities carried out by the individual within a specified period. Its aim is to achieve high efficiency in utilizing the available time to reach the desired goals. Time management includes knowing how to spend time in the present, analyzing it, and planning to effectively utilize it in the future (Amira Ali Mohamed, 2008, pp. 12-13). Lebeuf and Stewart define time management as directing individuals' personal capacities and reformulating them to accomplish the required work in light of the rules and established systems, according to the specified time (QasimNaifAlwan and Najwa Ramadan Ahmid, 2009, p. 39).

Steps for Effective Time Management:

These steps are diverse and among the most important are:

***Recording and analyzing time:** This is emphasized by Druker, who believes that a plan is nothing more than intentions or goals. Therefore, the tasks of managers do not begin with planning, but rather with understanding how they spend their time. Recording time is an easy and common method in many advanced management societies (Osama Mohammed Shaker Abdel-Aleem and Omar Ahmed Abu Hashem Al-Sharif, 2010, p. 300).

Atallah benyahia et. Al

Time Management Skill and Its Relationship to Educational Achievement: A Field Study in Selected Secondary Schools in the City of Laghout

***Planning:** Planning working hours and utilizing them effectively not only reduces stress but also allows for longer periods of relaxation. When we avoid delays and periods of exhaustion at work, our stress levels decrease. This enables us to have more time for relaxation and leisure because tasks can be completed in less time, thereby improving people's quality of life through optimal time management (Letarte, A., 1999, p. 1).

***Setting priorities:** At the beginning of each day, write down tasks in order of importance. When you finish a task, review your priorities to ensure their accuracy, and then prepare a list of things you want to accomplish the next day.

***Setting task deadlines:** Deadlines should be realistic. Be aware of task completion dates and anticipate potential problems that may hinder you from completing them on time.

***Efficiently using your preferred time:** Identify your preferred time when you are most productive each day, and allocate it for high-priority tasks. We can achieve more in less time when we feel energetic and mentally alert. Therefore, utilize that time effectively to work on tasks that require your utmost concentration.

***Learn how to make decisions:** The type of decision-making required depends on the circumstances. Sometimes, quick decisions are necessary, while in other situations, a democratic approach may be more suitable. In both cases, identify the problem, gather information, consider alternatives, and then make an appropriate decision (Ibrahim EsamMatoua, 2003, p. 455).

***Time organization:** If the goal of time management is control, then self-control should come first. It should be noted that no matter how much leaders try to organize their time during work hours, unexpected tasks may arise, requiring sudden communication, meetings, or specific directions. This takes away from their time. An effective leader in time management is the one who prioritizes tasks that deserve more time, and trains their assistants and advisors to handle simple tasks to avoid wasting time (Osama Mohammed Shaker Abdel-Aleem and Omar Ahmed Abu Hashem Al-Sharif, previous reference, pp. 303-304).

Time Management and Management Theories:

At the beginning of the 20th century, administrative thought witnessed significant development, reflected in the emergence of various management schools and theories aimed at its improvement. As time is one of the most important resources in management, these theories sought to highlight how to deal with it based on their intellectual foundations (Qursh, Abdul Qadir and Jowwal, Mohammed Al-Saeed, 2010, p. 195).

Theory of Human Relations: This theory is based on the social and human aspect of organizational development, including interpersonal relationships among individuals and their interactions with superiors and others within or outside the organization. The theory places significant emphasis on the value of time, advocating for the need to provide employees with

Time Management Skill and Its Relationship to Educational Achievement: A Field Study in Selected Secondary Schools in the City of Laghout

sufficient rest periods and work intervals. This approach has a positive impact on their morale, productivity, and the efficient execution of tasks. Elton Mayo, a pioneer of the human relations school, highlighted the importance of attending to the human factor in the workplace. His renowned Hawthorne experiments, conducted at Western Electric in the United States, underscored the significance of appropriate rest breaks as a means to enhance productivity, rejuvenate energy levels, and promote overall well-being. However, it is crucial for these breaks not to be excessively long or burdensome for the organization (Khaled Abdul Rahman Al-Juraisy, 2003, pp. 57-58).

Modern Approaches: In contemporary times, there has been a growing interest in time management due to significant advancements and technological progress witnessed in industrial societies. For instance, "Darkar" considered time as one of the vital and scarce resources used by management to measure productivity within an organization.

Time Management School: In the latter half of the previous century, a significant administrative revolution took place, highlighting increased attention to time management within organizations as a critical resource they possess. This development led to the emergence of a specialized field known as Time Management School, from which various schools and theories have evolved. The true emergence of this school in administrative thought is evident in several notable works, including:

- In 1958, James McKay, one of the prominent figures in this field, published his book "Time Management," in which he extensively explored the concept of time, its effective management, and positive engagement with it within organizations.

- In 1906, Peter Drucker, another influential figure in this field, published his book "The Effective Executive". This work aimed to provide insights into how managers can effectively manage their own time and that of their employees. One of his notable statements was, "In my interactions with managers, I have rarely encountered one who effectively controls more than 25% of their time." In the Arab world, it is apparent that there has been a significant lag in recognizing the importance of time management. Initial studies began in the 1980s, including Shaker Asfour's study in 1980 titled "Time Management in Government Agencies," which examined a sample of Saudi government institutions. Additionally, there was a study by Rabhi Hassan in 1982 entitled "Planning for Time Management." The National Center for Consultations and Administrative Development in Baghdad also conducted a study on this topic (Qurash Abdul Qadir and Jawwal Mohammed Al-Saeed, 2010, pp. 199-201).

It is worth noting that the majority of studies, whether conducted in the Arab world or the Western context, have focused on time as an administrative concern, neglecting its impact and role in the educational realm, particularly on the lives of students, especially given the fast-paced nature of our current society.

Atallah benyahia et. Al

Time Management Skill and Its Relationship to Educational Achievement: A Field Study in Selected Secondary Schools in the City of Laghout

Procedural Definition of Time Management: It is the ability to effectively utilize time in the best possible way. In this study, it is operationally measured by the scores obtained by individuals in the Time Management questionnaire.

Definition of Academic Achievement: It encompasses the knowledge, skills, attitudes, tendencies, and problem-solving abilities that students acquire as a result of studying the prescribed curriculum in textbooks (Hussein Shihata, Zeinab El-Najjar, and HamedAmmar, 2003, p. 89).

Procedural Definition of Academic Achievement: It refers to the results obtained by the sampled students in the academic assessments of the first and second semesters of the academic year (2013/2014).

Procedural Definition of Time Management: It is the ability to utilize time in the best possible way, and it is measured procedurally in this study by the degree obtained by the sample individuals in the Time Management questionnaire.

Definition of Academic Achievement: It is everything that students acquire in terms of knowledge, skills, attitudes, inclinations, and abilities to solve problems as a result of studying what is prescribed in their textbooks (Hussein Shahata, Zainab Al-Najjar, HamedAmmar, 2003, p. 89).

Procedural Definition of Academic Achievement: It is the results obtained by the sample students in the achievement tests of the first and second semesters of the academic year (2013/2014).

Procedural Definition of the Secondary Stage: It is the educational stage extending from the first year to the third year of secondary education and includes all scientific specializations.

2-Method and Tools:

2-1 Study Method:

The scientific method of research is considered an objective means to verify research results scientifically, allowing the human mind to arrive at the truth of its ideas. Research methods vary according to the nature and subject of the study. In this study, the appropriate method is the descriptive-exploratory method. The descriptive-exploratory method reveals the reality of the studied phenomenon, identifies research problems, clarifies their aspects, and provides sufficient information about the concepts involved (Al-Rashidi, 2000, p. 55). It is evident in this study through the examination of the relationship between time management skills and academic achievement among secondary stage students.

2-2 Study Sample:

Atallah benyahia et. Al

Time Management Skill and Its Relationship to Educational Achievement: A Field Study in Selected Secondary Schools in the City of Laghouat

The study sample consisted of 80 male and female students studying in the secondary stage, selected randomly from some third-year secondary schools in the province of El Oued.

2-3 Study Instrument: Prepared by the researchers The primary objective of this questionnaire is to use it to answer the study question and understand the nature of the relationship between time management skills and academic achievement among third-year secondary students. The researchers developed the current research instrument by following these steps:

- Collecting scientific material related to the study topic (time management skills and academic achievement).
- Reviewing previous studies related to the current study, whether they match the current study or focus solely on the first variable.
- Reviewing and attempting to benefit from the available Arabic measures that have been previously applied, including the questionnaire by FawziyabintKhalafan bin Hameed Al-Ghafri. The latter was used in determining the dimensions of the questionnaire and formulating some of its items.

Describing the final form of the questionnaire: The questionnaire consists of 30 items distributed across three dimensions:

- **The first dimension:** Time management goals, including 10 items.
- **The second dimension:** Personal behaviors, including 10 items.
- **The third dimension:** Behaviors of others, including 10 items.

Psychometric Properties of the Measurement Tool: The validity and reliability of the questionnaire were ensured after its application on a standardization sample of 42 third-year secondary students randomly selected from some secondary schools in El Oued.

The reliability of the judges: After preparing the questionnaire, its initial version was presented to six teachers specialized in the field for expert judgment. The agreement rate was 90%, indicating that the questionnaire is suitable for the study objectives.

Discriminant Validity (Convergent Validity): The discriminant validity of the questionnaire was calculated using the method of discriminant validity.

Table number (01) represents the value (t) indicating the differences between the highest and lowest scores of the Time Management Skills questionnaire.

Partie s	N	Percenta ge	M	C	Calculate d	Schedule d	Degree of freedo	Statisticalsignifica nce
-------------	---	----------------	---	---	----------------	---------------	------------------------	-----------------------------

					"T"	"T"	m	
Upper party	11	27%	71.36	52.74	5.25	3.85	20	0.001
Lower party	11	27%	57.90	19.71				

Since the calculated value of "t" is (5.25), which is greater than the tabulated "t" value (3.85) at a degree of freedom (20) and a statistical significance level of (0.001), it indicates that there are significant differences between the highest and lowest groups. In other words, there are differences between the sample individuals who obtained high scores on the Time Management Skills scale and those who obtained low scores. Since the questionnaire distinguishes between the two groups, it is considered valid.

Test Reliability: The reliability was calculated using the coefficient alpha (α) method.

Table number (02) illustrates the reliability of the Time Management Skills scale.

The questionnaire	N	Reliability
Time management skill	42	0.75

Since the calculated reliability coefficient using the alpha method is (0.75), it indicates that the questionnaire is reliable.

2-4 Steps for implementing the study tool:

After obtaining approval from the Directorate of Education in the province of El Oued to conduct this research, I contacted the principals of the two secondary schools where the primary research sample was located and informed them about the research topic and the implementation procedures. After that, I proceeded with the implementation process.

3. Discussion and interpretation of the study results:

The following section provides an interpretation and discussion of the obtained results by answering the research question.

Discussion and interpretation of the question results:

To answer the question, which states:

"Is there a relationship between time management skills and academic achievement among third-year secondary school students?"

Table number (03) illustrates the nature of the relationship between time management skills and academic achievement.

The variables	Sample size	Calculated "r"	Scheduled "r"	Degree of freedom (df)	Statistical significance level
Time management skill	80	0.62	0.36	78	Statistically significant at 0.001 level
Academic achievement					

The correlation between time management skills and academic achievement was calculated using the Pearson correlation coefficient. The results, based on Table 03, indicated a moderate positive correlation between time management skills and academic achievement. The calculated correlation value was 0.62, which is higher than the tabled correlation value of 0.36. The correlation was statistically significant at a significance level of 0.001, with 78 degrees of freedom. This means that as students' time management skills improve, their academic achievement also improves. Students who effectively manage their time tend to feel more confident and experience greater psychological calmness, as they trust their abilities to achieve better academic outcomes. On the other hand, students with poor or inadequate time management skills often experience constant stress, particularly during examination periods, resulting in lower academic performance. These findings align with previous studies, such as the study by "Antar Mohamed Ahmed Abdel-Aal" (2009), which found a correlation between time management and academic achievement. Similarly, the study by "Ammar Abdullah Mahmoud Al-Farayh and others" (2010) also identified a relationship between time management and academic achievement. The importance of planning in the educational process is emphasized, as it helps organize efforts, time, and utilize them effectively. It ensures the smooth progress of the educational work towards achieving desired goals, employing various methods, procedures, and activities that contribute to their accomplishment (Rafida Al-Hariri, 2007, p. 225).

The study results also correspond with the findings of "White" (1998) in his study, which emphasized the need to increase instructional time due to its importance in enhancing the educational process. It also highlighted a negative correlation between instructional time and absenteeism rates (Al-Ghafri, 2011, p. 62).

The impact of the local environment on time management is also noteworthy, particularly the social environment, customs, traditions, and other social patterns that directly and indirectly influence time management and its effective utilization. The social environment can be viewed from several perspectives, including:

Atallah benyahia et. Al

Time Management Skill and Its Relationship to Educational Achievement: A Field Study in Selected Secondary Schools in the City of Laghout

* **Lack of goal-setting:** People, in general, tend to neglect goal-setting and striving to organize their time to achieve these goals.

***Multiple social occasions:** The abundance of social events, such as feasts and gatherings, consumes significant amounts of time without considering its impact.

* **Emotional factors and social courtesies:** Human emotions, social norms, and traditions often lead to time-consuming social courtesies, where individuals rarely decline requests from relatives or friends for visits or unexpected visits.

* **Procrastination of tasks and activities:** The phenomenon of procrastination is prevalent in our social environment, whether at home or work. It can be influenced by social demands or a habit of procrastination and indifference towards time (Amira Ali Mohammed, 2008, pp. 29-30).

4-conclusion:

In conclusion, time management is a self-management skill and a way to direct individuals' personal capabilities within a specific timeframe. It is the most valuable resource in human life, serving as a real capital for individuals. Once lost, it cannot be recovered or compensated. Without effective time management, it becomes challenging to achieve goals, as it is the key to success, particularly in the field of education.

When we link good time management to academic achievement, we find that academic achievement serves as an evaluation of students' performance and a tool to identify the knowledge and skills they have acquired. Good time management helps us activate and make the most of these acquired skills.

Based on our study, we have found a strong positive correlation between time management skills and academic achievement. These results support the theoretical framework of the study, which emphasizes the importance of focusing on good time management to enhance academic achievement and strive towards the level of advanced countries.

Given these findings, we can provide the following suggestions:

* Emphasize the importance of time management and its relationship to academic achievement among students.

* Highlight the significance of time management and its impact on academic achievement for both teachers and school administration.

* Raise awareness among parents about the importance of time management and its connection to students' academic performance.

* Organize training courses on time management for the benefit of students and teachers.

The references:

1. Matoua, Ibrahim Essam. (2003). Educational Administration in the Arab World. Arab Renaissance Library, 1st edition, Cairo.
2. Abdel Aleem, Osama Mohamed Shaker and Al-Sharif, Omar Ahmed Abu Hashem. (2010). Modern Administrative Approaches in Education. Dar Al-Manahij for Publishing and Distribution, 1st edition, Amman.
3. Al-Rashidi, Bashir Saleh. (2000). Educational Research Methodologies. 1st edition, Dar Al-Kitab Al-Hadith, Cairo.
4. Mohamed, Amira Ali. (2008). School and Educational Management Skills. Dar Al-Ilmeya for Publishing and Distribution, 1st edition, Cairo.
5. Al-Sarayreh, Khaled Ahmed. (2010). Administrative Operations and Time Management: Efficiency and Effectiveness. Dar Jalees Al-Zaman for Publishing and Distribution, 1st edition, Jordan.
6. Al-Jarisi, Khaled Abdul Rahman. (2003). Time Management from Islamic and Administrative Perspectives. Dar Wael for Publishing and Distribution, 1st edition, Amman.
7. Alwan, Qasim Naif and Ahmed, Najwa Ramadan. (2009). Time Management: Concepts, Processes, and Applications. Dar Al-Thaqafa for Publishing and Distribution, 1st edition, Amman.
8. Hamadat, Mohamed Hassan Mohamed. (2007). Contemporary Functions and Issues in Educational Administration. Dar Al-Hamid, 1st edition, Amman.
9. Merizik, Hisham. (2008). Studies in Educational Administration. Dar Al-Maseera, 1st edition, Amman.
10. Al-Qaisi, Hanaa Mahmoud. (2010). Educational Administration: Principles, Theories, and Modern Trends. Dar Al-Manahij for Publishing and Distribution, 1st edition, Jordan.
11. Farah, Yasser Ahmed. (2008). Time Management and Coping with Work Pressures. Dar Al-Hamid for Publishing and Distribution, 1st edition, Amman.
12. Al-Ghafri, Fawzia Bint Khalafan Bin Hameed. (2011). The Effectiveness of a Comprehensive Guidance Program in Improving Time Management Skills and Academic Achievement among Students of the College of Applied Sciences in Ibri. Published Master's Thesis, University of Nizwa, Sultanate of Oman.

13. Qarsh, Abdelkader and El-Saeed, Mohamed Al-Saeed. (2010). The Position of Time in Administrative and Islamic Thought. *Journal of Studies*, Issue 15, December 2010, University of Aga.
14. Al-Faraihat, Ammar Abdullah Mahmoud, Al-Rabab'ah, Omar Abdul Rahim, and Da'oom, Hamed Mohammed. (2010). The Degree of Time Management Efficiency among Female Students at Ajloun College and Its Relationship to Academic Achievement. *Journal of Islamic University for Humanities Research*, Volume 18, Issue 2, 447-478, 2010, Palestine.
15. Ali, Mohamed Sayed. (2007). *Encyclopedia of Educational Terminology*. Dar Al-Maseera for Publishing, Distribution, and Printing, 1st edition, Amman.
16. Musa, Mazin Suleiman Hussein. (2012). The Effectiveness of Time Management among Islamic University Students and Its Relationship to Academic Achievement in Light of Some Variables. *Journal of Islamic University, Islamic University*, Volume 20, Issue 01, 369-404, Gaza, Palestine.
17. Letarte. A, la cocentration et la gestion du temps, 4émeéducation, university de laval, France, 1979.