Journal Homepage: -www.journalijar.com
INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)
Article DOI:10.21474/IJAR01/8476
DOI URL: http://dx.doi.org/10.21474/IJAR01/8476
ISSN NO. 2320-5407

RESEARCH ARTICLE

INVESTMENT OF TIME AND ITS RELATION TO INCREASING THE LEVEL OF ACADEMIC ACHIEVEMENT OF STUDENTS AT THE COLLEGE OF SCIENCE AND HUMANITIES, DEPARTMENT OF BUSINESS ADMINISTRATION - SHAQRA UNIVERSITY (CSHDBSUKSA) THADIQ BRANCH, KSA(STATISTICAL STUDY).

Mohamed Hassan Mahmoud Farag and Faiza Mohamed Hassan Khalil.
Faculty of Economics and Political Sciences-Omdurman Islamic University (Sudan) – Shaqra University- KSA.

Manuscript Info

Manuscript History
Received: 02 December 2018
Final Accepted: 04 January 2019
Published: February 2019

Key words:-
Investment of time, academic achievement, OIU, Shaqra University.

Abstract

The study aimed at finding out the investment of time and its relevance to the academic achievement of the students at the College of Science and Humanities (Department of Business Administration) - Shaqra University- Thadiq branch in light of some variables related to organization, planning, guidance and control. The research used the descriptive, analytical method. The sample of the study consisted of 110 students selected by stratified random sampling method with equal allocation(55 males and 55 females). A questionnaire was used as a data collection.

Copy Right, IJAR, 2019,. All rights reserved.

Introduction:-

Time is one of the rare elements of production that God has given to every human being. Therefore, it is a unique resource of its kind. Each person has the same time amount. Therefore, his investment and organization means rationalizing and enforcing it. With respect to the university student, investing his time means improving his academic achievement and reaching for his goals. The student has many tasks during a daytime and there is not enough time to accomplish all the required work, and in view of the above it is clear that the organization of time and its availability are problems that need to be resolved. This study attempts to identify student's time investment and their relation to academic achievement in the light of some variables that determined in the attached questionnaire.

There may be twenty-six as main variables affect the perfection of the work. The letter "V" was used to stand for the variable that used in the questionnaire, these variables areV1= Setting aside time to plan the daily activity, V2= Setting goals clearly, V3= Adopt a daily plan for the conduct of study duties, V4 = Identifying and organizing priorities according to their importance, V5 = Seeking compatibility between goals and activities, V6 = Modify the time schedule by emergency, V7 = Using the lecture time to organize knowledge about the course, V8 = Maintain specific sleep hours daily, V9 = Recreation in the leisure time, V10 = Going to lectures based on lecture time, V11 = Time distribution by courses, V12 = Organizing time within the university to raise the academic level, V13 = Use a notebook to remember, V14 = Addressing the problem of loss of time by planning and organization, V15 = Adopt a weekly schedule for review, V16 = Allocating a regular time for study, V17 = Exploitation of the weekend in social activities, V18 = Distribution of time between family and study, V19 = Deliver assignments on time with colleagues, V20 = Follow up results of planning and organization of my time, V21 = Time is calendar for improving study, V22 = Completing the duties without delay, V23 = Commitment to the study plan of the university, V24 =

Corresponding Author:-Mohamed Hassan Mahmoud Farag.
Address:-Faculty of Economics and Political Sciences-Omdurman Islamic University (Sudan) – Shaqra University- KSA.

Evaluation of the daily performance of the study, V25 = Avoiding the causes of loss of time and V26 = Investing enough time to review.

Problem Of The Study:-
Investment of the time and its organization are problems faced students because some of them do not recognize and do not invest their time.

Objectives Of The Study:-
1. This study aims at identifying the following:
2. The relationship of time investment to academic achievement based on the view of college students.
3. detecting the existence of statistically significant differences between the average grades of students based on the variables of age - gender - hours of revision - the level of study
4. Make proposals to improve the level of academic achievement of the student.

Significanceof The Study:-
1. The importance of the study in the value of time investment and its relationship to increase the level of educational achievement.
2. Study increases the ability of students to increase the efficiency of time investment in general.
3. Study helps students invest their time in academic achievement.
4. The study helps the family to help their children invest their time in self-study.

Limits Of The Study:-
1. Objective limit and spatial limit: The study is restricted to academic achievement based on the view of students of the Faculty of Science and Humanities (Thadiq branch) - University of Shaqra, KSA.
2. Time limits: January 2019.

Questions Of The Study:-
1. What is the relationship between the effectiveness of time investment and the academic achievement, according to the perspective of the students of the Faculty of Science and Humanities?
2. Are there statistically significant differences between the means of the student degrees, according to the student's age, gender, educational level and the hours of revision?

Determination Of The Sample Size:-
Equation used to determine sample size is n = (zpq/d)2 Where z = 2, p=q=0.5 and d= 0.047673. According to the mentioned above, sample size n was equal to 110students selected by stratified random sampling method with equal allocation 55 males and 55 females(because the number of male students was nearly equal the number of female students),

Methodology:-

The Study:-
The paper depends on descriptive and analytic statistics and related references.

Previous Studies:-
Abdul-Al, 2009 (m) entitled "The effectiveness of time management for students of the College of Teachers in Hail

In the Kingdom of Saudi Arabia and its relation to collection. "The study aimed to identify the time management of students, and the study was applied to a random sample of students from the College of Teachers in Hail in the literary and scientific disciplines totaling (82) students in (2007) There was a correlation between time management and academic achievement. The higher the effectiveness of time management among students, the higher the academic achievement. The students who were included in the study sample at the Teachers College in Hail run some of their time efficiently in some cases. Is dedicated to academic aspects of identifying and distributing curriculum objectives, and directing students to use a daily record to monitor their behavior and daily tasks.

The study of Shawi and Abu Sultanah, 2003 entitled "The skill of time management and achievement in the light of some variables in Yarmouk University students:" This study aimed to identify the availability of the ability to organize time and management of Yarmouk University students and students. The study found the following results:

There was a medium degree of skill in time management among students at Yarmouk University. There was a statistical significance between the skill of time management and achievement. There was a statistically significant correlation between the skill of time and achievement.
Donald Donald-1997: The Relationship of Self-Organization, Time Management and Personal Model with Academic Achievement. The study showed that there was a strong correlation between positive and statistical significance between self-control, time management and personality model with academic achievement.

Literature/Theoretical underpinning:-

Time Investment:-

There's a huge difference between spending time and investing it. The word "spending" means that you're using something up or exhausting it. When you spend time, you're not really looking to get anything back. When you invest in something you expend resources, but you do so with an expectation of getting a good return on your investment (ROI). Investing your time means that you engage in activities which are calculated to bring you meaningful rewards.

"Investing" and "ROI" are terms which, up until now, you've probably heard only when it comes to money. However, you should start thinking of these terms when it comes to your time, as well.

So, how can you start making better time investments? The first step is to set goals. Until you know what you want and what is most important to you, you won't be able to decide what the best investment of your time is.

The second step is to make a conscious decision on how you're going to use your time.
Time management is the process of planning and exercising conscious control of time spent on specific activities, especially to increase effectiveness, efficiency, and productivity. It involves a juggling act of various demands upon a person relating to work, social life, family, hobbies, personal interests and commitments with the finiteness of time. Using time effectively gives the person "choice" on spending/managing activities at their own time and expediency, Stella Cottrell (2013).

It is a meta-activity with the goal to maximize the overall benefit of a set of other activities within the boundary condition of a limited amount of time, as time itself cannot be managed because it is fixed. Time management may be aided by a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects, and goals complying with a due date. Initially, time management referred to just business or work activities, but eventually the term broadened to include personal activities as well. A time management system is a designed combination of processes, tools, techniques, and methods. Time management is usually a necessity in any project development as it determines the project completion time and scope. It is also important to recognize that both technical and structural differences in time management exist due to variations in cultural concepts of time.

The major themes arising from the literature on time management include the following:-

1. Creating an environment conducive to effectiveness
2. Setting of priorities
3. Carrying out activity around prioritization.
4. The related process of reduction of time spent on non-priorities
5. Incentives to modify behavior to ensure compliance with time-related deadlines.

Time management is related to different concepts such as:

1. Project management: Time management can be considered to be a project management subset and is more commonly known as project planning and project scheduling. Time management has also been identified as one of the core functions identified in project management. Project Management Institute (2004).
2. Attention management relates to the management of cognitive resources, and in particular the time that humans allocate their mind (and organize the minds of their employees) to conduct some activities.

Organizational time management is the science of identifying, valuing and reducing time cost wastage within organizations. It identifies, reports and financially values sustainable time, wasted time and effective time within an organization and develops the business case to convert wasted time into productive time through the funding of products, services, projects or initiatives at a positive return on investment.

Terminology:-

1. Investment: A capital used to produce and provide services**.**
2. Academic achievement: The student's cumulative average score
3. Time Investment is the "application of management principles of planning, organization, direction and time control to achieve the best investment of time and achieve the desired results." Huda,
4. Time planning
5. Set up a specific schedule or plan and set a stage for each stage of organization, direction or control to start and end.
6. Time management
7. The organization is the means through which to achieve the goals, to arrange efforts to reach the ends (the least effort Farah, 2008
8. Timing: Timing means how tasks can accomplish goals as planned and in the time available. Rahimi, 2014

Time control:-

Time control means to adjust the work effort, according to the plan in order to achieve the desired goals. Hamouda, 2009.

Stratified Sampling:-

Stratified sampling is a process used in any research that involves dividing the population of interest into smaller groups, called strata. Samples are then pulled from these strata, and analysis is performed to make inferences about the greater population of interest. Stratified sampling is used when:

1. A researcher's target population of interest is significantly heterogeneous.
2. A researcher wants to highlight specific subgroups within his or her population of interest.
3. A researcher wants to observe the relationship(s) between two or more subgroups; and.
4. A researcher's goal is to create representative samples from even the smallest, most inaccessible subgroups of the population he or she is interested in.

When using stratified sampling, researchers have a higher statistical precision compared to when they elect to use simple random sampling alone. This is due to the fact that the variability within the subgroups is lower compared to the variations when dealing with the entire population at large.

Thanks to the statistical precision that stratified sampling provides, a smaller sample size is required, which can ultimately save researchers time, money, and effort.

How to Perform Stratified Sampling:-

The process for performing stratified sampling is as follows:-

Step 1:-

Divide the population into smaller subgroups, or strata, based on the members' shared attributes and characteristics.

Step 2:-

Take a random sample from each stratum in a number that is proportional to the size of the stratum.

Step 3:-

Pool the subsets of the strata together to form a random sample.

Step 4:-

Conduct your analysis.

Sample Size:-

Stratified Random Samples

The precision and cost of a stratified design are influenced by the way that sample elements are allocated to strata. How to Assign Sample to StrataAccording to "stattrek.com, 2019" One approach is proportionate stratification. With proportionate stratification, the sample size of each stratum is proportionate to the population size of the stratum. Strata sample sizes are determined by the following equation :

$n_h = (N_h / N) * n$

where n_h is the sample size for stratum *h*, N_h is the population size for stratum *h*, N is total population size, and n is total sample size.

Results:-

Findings:-

Analysis of whole data (1st stage): Table(1) shows that the total Cronbach's Alpha is 0.885. In table(2) there are 4 variables have Cronbach's Alpha is greater than 0.885, these variables (Q7, Q10, Q14 and Q24) should be deleted.

Table 1:-Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.885	.886	26

Table 2:-Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q01	101.43	120.779	.662	.884	.876
Q02	101.13	124.222	.543	.827	.879
Q03	101.25	122.517	.609	.750	.877
Q04	101.19	122.468	.597	.853	.877
Q05	101.34	126.170	.348	.577	.883
Q06	101.14	120.211	.597	.728	.877
Q07	100.92	130.186	.199	.756	.886
Q08	101.56	122.413	.437	.762	.881
Q09	101.03	123.990	.472	.806	.880
Q10	100.76	132.843	.026	.852	.889
Q11	101.20	121.648	.639	.754	.876
Q12	101.07	124.472	.442	.683	.881
Q13	101.02	125.706	.455	.864	.881
Q14	101.69	125.995	.263	.702	.887
Q15	101.72	124.920	.360	.751	.883
Q16	101.73	122.806	.476	.759	.880
Q17	101.70	117.698	.550	.859	.878
Q18	101.11	122.557	.465	.647	.880
Q19	101.04	125.687	.407	.859	.882
Q20	100.98	126.550	.449	.803	.881
Q21	101.05	127.200	.361	.658	.883
Q22	101.16	122.083	.617	.815	.877
Q23	101.01	124.871	.487	.641	.880
Q24	101.25	129.068	.208	.691	.886
Q25	101.37	118.401	.682	.778	.874
Q26	101.22	125.291	.391	.493	.882

Analysis of data (2nd stage): Table(3) shows that the total Cronbach's Alpha is 0.895. In table(4) there is no variable has Cronbach's Alpha is greater than 0.895, therefore these variables should be in the analysis (22 variables).

Table 3:-Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.895	.898	22

Table 4:-Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item

					Deleted
Q01	84.92	105.140	.645	.669	.887
Q02	84.62	108.348	.524	.691	.890
Q03	84.74	106.086	.635	.726	.887
Q04	84.68	106.035	.621	.703	.888
Q05	84.83	109.263	.382	.508	.894
Q06	84.63	104.383	.593	.630	.888
Q08	85.05	107.300	.392	.615	.894
Q09	84.52	107.610	.485	.621	.891
Q11	84.69	106.032	.616	.716	.888
Q12	84.56	108.468	.431	.458	.892
Q13	84.51	110.326	.397	.537	.893
Q15	85.21	108.809	.354	.671	.895
Q16	85.22	106.539	.486	.702	.891
Q17	85.19	102.027	.547	.764	.890
Q18	84.60	106.334	.473	.576	.891
Q19	84.53	108.875	.440	.753	.892
Q20	84.47	110.527	.428	.590	.892
Q21	84.54	110.067	.412	.534	.893
Q22	84.65	105.898	.628	.655	.887
Q23	84.50	108.106	.524	.595	.890
Q25	84.86	102.669	.680	.706	.885
Q26	84.71	108.630	.415	.450	.893

Appropriate of the sample size and the number of studied variables:-
Table(5) shows that KMO is equal to 0.705 (greater than 0.5), that means the sample size is suitable for analysis and Sig. is equal to 0.000 (less than 0.05), that means the number of the studied variables is suitable for the analysis.

Table 5:-KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.705
Bartlett's Test of Sphericity	Approx. Chi-Square	1267.887
	df	231
	Sig.	.000

Table 6 shows Communalities that contain initial and extraction of the independent variables. Variable Q17 has maximum initial value equal to 0.764 with extraction equal to 0.643. Variable Q26 has minimum initial value equal to 0.45 with extraction equal to 0.485.

Table 6:-Communalities

	Initial	Extraction
Q01	.669	.525
Q02	.691	.533
Q03	.726	.711
Q04	.703	.609
Q05	.508	.365
Q06	.630	.618
Q08	.615	.389
Q09	.621	.473
Q11	.716	.682
Q12	.458	.387
Q13	.537	.464
Q15	.671	.685
Q16	.702	.928
Q17	.764	.643

Q18	.576	.493
Q19	.753	.756
Q20	.590	.611
Q21	.534	.553
Q22	.655	.518
Q23	.595	.566
Q25	.706	.524
Q26	.450	.485
Extraction Method: Principal Categories Factoring.		

Table 7 shows the total variance explained. There are 6 factors have 56.902% of the total variance.

Table 7:-Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.189	32.676	32.676	6.768	30.766	30.766	2.706	12.301	12.301
2	2.103	9.560	42.235	1.736	7.891	38.656	2.182	9.917	22.218
3	1.678	7.626	49.861	1.261	5.731	44.388	2.167	9.852	32.070
4	1.392	6.325	56.186	1.090	4.956	49.344	2.121	9.639	41.710
5	1.316	5.981	62.168	.880	4.001	53.344	1.751	7.957	49.667
6	1.296	5.893	68.061	.783	3.557	56.902	1.592	7.235	56.902
7	.981	4.457	72.518						
8	.797	3.620	76.138						
9	.749	3.404	79.543						
10	.660	3.000	82.542						
11	.591	2.684	85.226						
12	.547	2.486	87.713						
13	.528	2.398	90.111						
14	.432	1.964	92.075						
15	.423	1.924	93.999						
16	.295	1.343	95.342						
17	.259	1.178	96.520						
18	.213	.969	97.489						
19	.203	.924	98.413						
20	.145	.660	99.073						
21	.124	.563	99.637						
22	.080	.363	100.000						
Extraction Method: Principal Categories Factoring.									

Table 8:-Factor Matrix

	Factor					
	1	2	3	4	5	6
Q25	.699					
Q03	.680		-.351-			
Q01	.679					
Q11	.675					

Q04	.667	-.317-				
Q22	.663					
Q06	.627	.358				
Q17	.574		-.426-			
Q23	.573	-.358-				
Q02	.564			.399		
Q09	.518		.427			
Q18	.509					
Q12	.477	-.312-				
Q21	.477				-.472-	
Q20	.463	.346				
Q26	.452		.347			.361
Q08	.430					-.374-
Q13	.426	.348				-.305-
Q19	.513	-.596-	-.321-			
Q15	.402	.578			-.315-	
Q16	.538	.368		-.680-		
Q05	.406					.407
Extraction Method: Principal Categories Factoring.						
a. 6 factors extracted. 23 iterations required.						

Table 9 shows that Q19, Q18, Q17, Q12, Q4 and Q1 belong to factor1(Orientation & Planning), Q21 and Q23 belong to factor2(ignored because consists of less than three variables), Q15, Q3 and Q22 belong to factor3 (Planning, Orientation & Control), Q11, Q13, Q08, Q02 and Q25 belong to factor4 (Organization, Planning & Control), Q06, Q05, Q26 and Q20 belong to factor5 (Planning & Control) and finally Q16 and Q09 belong to factor6(ignored because consists of less than three variables).

Table 9:-Rotated Factor Matrix.

	Factor					
	1	2	3	4	5	6
Q19	**.806**					
Q18	**.644**					
Q04	**.582**	.335				
Q17	**.539**		.476			
Q01	**.444**		.340	.378		
Q12	**.363**	.341				
Q21		**.706**				
Q23	.309	**.651**				
Q15			**.731**			.334
Q03	.339	.382	**.637**			
Q22		.327	**.494**			
Q11	.333	.344		**.632**		
Q13				**.591**		
Q08				**.500**		
Q02			.376	**.478**	.317	
Q25		.343		**.405**		
Q06				.371	**.573**	
Q05					**.554**	
Q26		.402			**.515**	
Q20			.447	.313	**.505**	
Q16						**.902**
Q09		.359				**.413**
Extraction Method: Principal Categories Factoring. Rotation Method: Varimax with Kaiser Normalization.						

a. Rotation converged in 13 iterations.

Table 10 shows the component transformation matrix.

Table 10:-Factor Transformation Matrix

Factor	1	2	3	4	5	6
1	.490	.428	.397	.455	.376	.266
2	-.615-	-.397-	.475	.188	.264	.367
3	-.414-	.435	-.650-	.202	.248	.337
4	-.353-	.265	.155	.295	.208	-.807-
5	.284	-.632-	-.412-	.457	.342	-.155-
6	.076	-.004-	-.006-	-.649-	.753	-.079-
Extraction Method: Principal Categories Factoring. Rotation Method: Varimax with Kaiser Normalization.						

Table 11 shows the correlation among the dependent variables (Q1, Q2, Q3, Q4, Q5 and Q6) and the other 16 questions. There are31 correlations out of 96 are insignificant(they represent 33%) and 65 are significant (they represent 67%), therefore the majority of the correlations are positive and significant.

Table 11:-Correlation matrix

			Q01	Q02	Q03	Q04	Q05	Q06
	Q08	Correlation Coefficient	.356	.318	.409	.170	.085	.168
		Sig. (2-tailed)	.000	.001	.000	.076	.377	.080
		N	110	110	110	110	110	110
	Q09	Correlation Coefficient	.131	.303	-.005-	.244	.106	.421
		Sig. (2-tailed)	.173	.001	.955	.010	.268	.000
		N	110	110	110	110	110	110
	Q11	Correlation Coefficient	.488	.469	.212	.397	.236	.357
		Sig. (2-tailed)	.000	.000	.026	.000	.013	.000
		N	110	110	110	110	110	110
	Q12	Correlation Coefficient	.299	.264	.170	.166	.120	.057
		Sig. (2-tailed)	.001	.005	.076	.084	.211	.556
		N	110	110	110	110	110	110
	Q13	Correlation Coefficient	.264	.456	.110	.284	.140	.501
		Sig. (2-tailed)	.005	.000	.254	.003	.143	.000
		N	110	110	110	110	110	110
	Q15	Correlation Coefficient	.269	.362	.427	.113	.050	.260
		Sig. (2-tailed)	.004	.000	.000	.241	.601	.006
		N	110	110	110	110	110	110
	Q16	Correlation Coefficient	.318	.137	.169	.360	.125	.339
		Sig. (2-tailed)	.001	.153	.078	.000	.192	.000
		N	110	110	110	110	110	110
	Q17	Correlation	.439	.233	.325	.272	.187	.238

		Coefficient						
		Sig. (2-tailed)	.000	.014	.001	.004	.050	.012
		N	110	110	110	110	110	110
	Q18	Correlation Coefficient	.291	.139	.174	.400	.257	.162
		Sig. (2-tailed)	.002	.147	.069	.000	.007	.090
		N	110	110	110	110	110	110
	Q19	Correlation Coefficient	.366	.100	.422	.470	.007	-.022-
		Sig. (2-tailed)	.000	.298	.000	.000	.943	.820
		N	110	110	110	110	110	110
	Q20	Correlation Coefficient	.247	.474	.320	.245	.258	.387
		Sig. (2-tailed)	.009	.000	.001	.010	.006	.000
		N	110	110	110	110	110	110
	Q21	Correlation Coefficient	.374	.487	.484	.207	.114	.161
		Sig. (2-tailed)	.000	.000	.000	.030	.235	.093
		N	110	110	110	110	110	110
	Q22	Correlation Coefficient	.407	.318	.593	.295	.106	.265
		Sig. (2-tailed)	.000	.001	.000	.002	.271	.005
		N	110	110	110	110	110	110
	Q23	Correlation Coefficient	.240	.338	.385	.331	.157	.073
		Sig. (2-tailed)	.012	.000	.000	.000	.101	.449
		N	110	110	110	110	110	110
	Q25	Correlation Coefficient	.356	.329	.314	.295	.230	.355
		Sig. (2-tailed)	.000	.000	.001	.002	.016	.000
		N	110	110	110	110	110	110
	Q26	Correlation Coefficient	.009	.240	.111	.069	.366	.224
		Sig. (2-tailed)	.923	.012	.250	.475	.000	.019
		N	110	110	110	110	110	110
**. Correlation is significant at the 0.01 level (2-tailed).								
*. Correlation is significant at the 0.05 level (2-tailed).								
Red color means Correlation is insignificant because the sig. is greater than 0.05 level (2-tailed).								

Table12 shows that, the majority of Planning, Organization,Orientation and Control oblique to agree and Strongly agree. Table(13) shows that there was significant relationship between the Categories and the Likert levels.

Table 12:-Likert.Level Categories Crosstabulation

			Categories				Total
			Planning	Organization	Orientation	Control	
LEKERT.LEVEL	Strongly disagree	Count	4_a	8_a	22_b	7_a	41
		% within LIKERT.LEVEL	9.8%	19.5%	53.7%	17.1%	100.0 %

		% within Categories	0.6%	1.0%	3.3%	0.9%	1.4%
		% of Total	0.1%	0.3%	0.8%	0.2%	1.4%
	disagree	Count	38_a	30_a	72_b	34_a	174
		% within LIKERT.LEVEL	21.8%	17.2%	41.4%	19.5%	100.0%
		% within Categories	5.8%	3.9%	10.9%	4.4%	6.1%
		% of Total	1.3%	1.0%	2.5%	1.2%	6.1%
	Neutral	Count	$85_{a, b}$	$83_{b, c}$	109_a	73_c	350
		% within LIKERT.LEVEL	24.3%	23.7%	31.1%	20.9%	100.0%
		% within Categories	12.9%	10.8%	16.5%	9.5%	12.2%
		% of Total	3.0%	2.9%	3.8%	2.6%	12.2%
	agree	Count	335_a	327_b	280_b	391_a	1333
		% within LIKERT.LEVEL	25.1%	24.5%	21.0%	29.3%	100.0%
		% within Categories	50.8%	42.5%	42.4%	50.8%	46.6%
		% of Total	11.7%	11.4%	9.8%	13.7%	46.6%
	Strongly agree	Count	$198_{a, b}$	322_c	177_b	265_a	962
		% within LIKERT.LEVEL	20.6%	33.5%	18.4%	27.5%	100.0%
		% within Categories	30.0%	41.8%	26.8%	34.4%	33.6%
		% of Total	6.9%	11.3%	6.2%	9.3%	33.6%
Total		Count	660	770	660	770	2860
		% within LIKERT.LEVEL	23.1%	26.9%	23.1%	26.9%	100.0%
		% within Categories	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	23.1%	26.9%	23.1%	26.9%	100.0%
Each subscript letter denotes a subset of Categoriescategories whose column proportions do not differ significantly from each other at the .05 level.							

Table 13:-Chi-Square Tests Likert.Level Categories Crosstabulation

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	111.050[a]	12	.000
Likelihood Ratio	103.255	12	.000
N of Valid Cases	2860		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.46.			

Table14 shows **cosstab** of grade and gender. Table(15) shows that there was insignificant relationship between the grade and the gender.

Table 14:-Crosstab Grade and Gender

Count						
		Grade				Total
		FALL	PASS	GOOD	V. GOOD	
Gender	Male	2	3	27	23	55
	Female	2	4	28	21	55
Total		4	7	55	44	110

Table 15:-Chi-Square Tests Grade and Gender

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.252[a]	3	.969
Likelihood Ratio	.252	3	.969
Linear-by-Linear Association	.150	1	.698
N of Valid Cases	110		
a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is 2.00.			

Table16 shows **cosstab** of grade and age. Table(17) shows that there was insignificant relationship between the grade and the age.

Table 16:-Crosstab Grade and Age

Count						
		Grade				Total
		FALL	PASS	GOOD	V. GOOD	
Age	Less than 20	2	3	8	12	25
	20-25	2	4	47	32	85
Total		4	7	55	44	110

Table 17:-Chi-Square Tests Grade and Age

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.923[a]	3	.115
Likelihood Ratio	5.620	3	.132
Linear-by-Linear Association	.241	1	.624
N of Valid Cases	110		
a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is .91.			

Table 18:-shows the descriptive statistics of grades according to ages, gender and semester

Dependent Variable: Grade					
Age	Gender	Semester	Mean	Std. Deviation	N
Less than 20	Male	2nd	1.00	.	1
		3rd	4.00	.	1
		4th	2.33	.577	3
		5th	3.00	.000	2
		6th	3.50	.577	4
		7th	4.00	.000	3
		Total	3.14	.949	14
	Female	2nd	3.00	1.732	3
		3rd	4.00	.	1
		4th	2.50	.707	2
		5th	3.00	.	1
		6th	3.50	.707	2

		7th	4.00	.000	2
		Total	3.27	1.009	11
	Total	2nd	2.50	1.732	4
		3rd	4.00	.000	2
		4th	2.40	.548	5
		5th	3.00	.000	3
		6th	3.50	.548	6
		7th	4.00	.000	5
		Total	3.20	.957	25
20-25	Male	2nd	3.67	.516	6
		3rd	3.00	.000	2
		4th	2.50	1.291	4
		5th	3.36	.497	14
		6th	3.33	.516	6
		7th	3.56	.527	9
		Total	3.34	.656	41
	Female	2nd	3.38	.518	8
		3rd	3.00	.894	6
		4th	2.80	.789	10
		5th	3.44	.527	9
		6th	3.20	.447	5
		7th	3.67	.516	6
		Total	3.23	.677	44
	Total	2nd	3.50	.519	14
		3rd	3.00	.756	8
		4th	2.71	.914	14
		5th	3.39	.499	23
		6th	3.27	.467	11
		7th	3.60	.507	15
		Total	3.28	.666	85
Total	Male	2nd	3.29	1.113	7
		3rd	3.33	.577	3
		4th	2.43	.976	7
		5th	3.31	.479	16
		6th	3.40	.516	10
		7th	3.67	.492	12
		Total	3.29	.737	55
	Female	2nd	3.27	.905	11
		3rd	3.14	.900	7
		4th	2.75	.754	12
		5th	3.40	.516	10
		6th	3.29	.488	7
		7th	3.75	.463	8
		Total	3.24	.744	55
	Total	2nd	3.28	.958	18
		3rd	3.20	.789	10
		4th	2.63	.831	19
		5th	3.35	.485	26
		6th	3.35	.493	17
		7th	3.70	.470	20
		Total	3.26	.738	110

Table 19:-shows Levene's Test of Equality of Error Variances. The p-value (sig) is equal to 0.000, therefore, the variance were homogeneous.

Dependent Variable: Grade			
F	df1	df2	Sig.
3.474	23	86	.000
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.			
a. Design: Intercept + Age + Gender + Semester + Age * Gender + Age * Semester + Gender * Semester + Age * Gender * Semester			

Table(20) shows tests of between-subjects effects. The age has p-value (sig) equal to 0.60 and the gender has p-value (sig) equal to 0.272 therefore, there are no significant differences. There is significant differences in grades according to the semesters, because p-value (sig.) is equal to 0.000

Table 20:-Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	MeanSquare	F	Sig
Corrected Model	21.754[a]	23	.946	2.163	.006
Intercept	627.344	1	627.344	1434.867	.000
Age	.121	1	.121	.277	.600
Gender	.535	1	.535	1.223	.272
Semester	14.213	5	2.843	6.502	.000
Age * Gender	.467	1	.467	1.068	.304
Age * Semester	8.318	5	1.664	3.805	.004
Gender * Semester	1.494	5	.299	.684	.637
Age * Gender * Semester	2.900	5	.580	1.326	.261
Error	37.600	86	.437		
Total	1231.000	110			
Corrected Total	59.355	109			

Table 21:-shows the Grand Mean and its 95% Confidence Interval

Dependent Variable: Grade			
Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
3.197	.084	3.029	3.365

Table 22:-shows the multiple comparisons. The minimum significant difference of means was of semester 4. There were no significant difference among the means of the other semesters.

LSD						
(I) Semester	(J) Semester	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
2nd	3rd	.08	.261	.766	-.44-	.60
	4th	.65*	.217	.004	.21	1.08
	5th	-.07-	.203	.737	-.47-	.33
	6th	-.08-	.224	.738	-.52-	.37
	7th	-.42-	.215	.053	-.85-	.00
3rd	2nd	-.08-	.261	.766	-.60-	.44
	4th	.57*	.258	.030	.05	1.08
	5th	-.15-	.246	.554	-.64-	.34
	6th	-.15-	.264	.563	-.68-	.37
	7th	-.50-	.256	.054	-1.01-	.01
4th	2nd	-.65-*	.217	.004	-1.08-	-.21-

	3rd	-.57-*	.258	.030	-1.08-	-.05-
	5th	-.71-*	.200	.001	-1.11-	-.32-
	6th	-.72-*	.221	.002	-1.16-	-.28-
	7th	-1.07-*	.212	.000	-1.49-	-.65-
5th	2nd	.07	.203	.737	-.33-	.47
	3rd	.15	.246	.554	-.34-	.64
	4th	.71*	.200	.001	.32	1.11
	6th	-.01-	.206	.974	-.42-	.40
	7th	-.35-	.197	.075	-.74-	.04
6th	2nd	.08	.224	.738	-.37-	.52
	3rd	.15	.264	.563	-.37-	.68
	4th	.72*	.221	.002	.28	1.16
	5th	.01	.206	.974	-.40-	.42
	7th	-.35-	.218	.115	-.78-	.09
7th	2nd	.42	.215	.053	.00	.85
	3rd	.50	.256	.054	-.01-	1.01
	4th	1.07*	.212	.000	.65	1.49
	5th	.35	.197	.075	-.04-	.74
	6th	.35	.218	.115	-.09-	.78
Based on observed means. The error term is Mean Square(Error) = .437.						
*. The mean difference is significant at the .05 level.						

Table 23:-showsBox's Test of equality of covariance matrices. Because p-vale(sig.) is equal to 0.099, which is greater than 0.001that means the variance were homogeneous.

Box's M	21.146
F	1.554
df1	12
df2	1145.825
Sig.	.099
Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.	
a. Design: Intercept + Grade	

Table 24:-shows Levene'stest of equality of the error variances, which was insignificant at 0.001, that means there was equality of the error variances.

	F	df1	df2	Sig.
Gender	.360	3	106	.782
Age	5.719	3	106	.001
Semester	4.812	3	106	.004
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.				
a. Design: Intercept + Grade				

Table 25:-shows that, Pillai's Trace measure was highly significance(Sig.=0.000), this explains that there was effect of the independent variables on the dependent variable (Grade).

Table(25): Multivariate Tests[a]						
Effect		Value	F	Hypothesis df.	Error df.	Sig.
Intercept	Pillai's Trace	.924	422.847[b]	3.000	104.0	.000
	Wilks' Lambda	.076	422.847[b]	3.000	104.0	.000
	Hotelling's Trace	12.198	422.847[b]	3.000	104.0	.000
	Roy's Largest Root	12.198	422.847[b]	3.000	104.0	.000
Grade	Pillai's Trace	.126	1.546	9.000	318.0	.131
	Wilks' Lambda	.877	1.564	9.000	253.26	.126
	Hotelling's Trace	.138	1.574	9.000	308.0	.122

	Roy's Largest Root	.114	4.028[c]	3.000	106.0	.009

Table 26:-shows descriptive statistics of gender age and semesters.

	Grade	Mean	Std. Deviation	N
Gender	FALL	1.50	.577	4
	PASS	1.57	.535	7
	GOOD	1.51	.505	55
	V. GOOD	1.48	.505	44
	Total	1.50	.502	110
Age	FALL	1.50	.577	4
	PASS	1.57	.535	7
	GOOD	1.85	.356	55
	V. GOOD	1.73	.451	44
	Total	1.77	.421	110
Semester	FALL	3.00	1.155	4
	PASS	3.71	.488	7
	GOOD	4.71	1.487	55
	V. GOOD	4.93	1.934	44
	Total	4.67	1.676	110

Conclusion:-

1. There were four factors affect the level of academic achievement of students of CSHDBSUKSA. These factors are: factor1 which combined of (Orientation of time& Planningof time), factor2which combined of (Planning, Orientation & Controlof time), factor3 which combined of (Organization, Planning & Controlof time), and factor4 combined of (Planningof time& Controlof time). There were interactions between the factors.
2. There was no significant difference between the degrees of the male students and the degrees of the female students.
3. There was no significant difference between the degrees of the students according to the students' age.
4. The least mean of grades of students was at semester 4.
5. The majority of Planning, Organization, Orientation and Control oblique to agree and Strongly agree.
6. No significant difference among the importance of Planning, Organization, Orientation and Control.

Study Recommendations:-

1. Planning, Organization,Orientation and Control of the time are very important in increasing the level of academic achievement of the student**.**
2. The University administration should play a better role in order to increase the effectiveness of students' time management through academic and training programs.
3. The importance of enlightening students with the skills of academic achievement through a precise time plan.
4. To increase the skill of time investment among students in the department.

References:-

1. Abdel-Al Antar Mohamed Ahmed (2009) the effectiveness of time management students at Teachers College in Hail.WWW.ULUM.NL in Saudi Arabia and its relation to collection, Journal of Human Sciences- Year 6: Issue 40: Winter 2009 Faculty of Education, Sohag University, Egypt,
2. Al-Deeb, Ibrahim Ramadan, Foundations and Skills of Self-Management, Umm Al-Qura Foundation for Translation and Publishing, 2006.
3. Al-Khouli, Mohammed, Study Skills, Dar Al-Falah Publishing and Distribution, Amman Jordan, 2000
4. Al-Rahimi, Salem and Al-Mardini, Tawfiq, The Effect of Time in the Academic Achievement of Students at Irbid University, Journal of the University of Economic Sciences, 2014.
5. Donald W.D Thirteen timely Tips for more Effective personal time Management, new York, Harper Role, 1997.
6. Hamouda, Abdel Nasser, The Arab Guide to Time Management, League of Arab States, Arab Organization for Administrative Development, Cairo, 2009.
7. https://www.surveygizmo.com/resources/blog/what-is-stratified-sampling-when-is-it-used/
8. Issa, Mansour, Time Management Skills, Egyptian Academy of Sciences. First Edition, Cairo, 2012

9. Macan, C. and Fogarty, J, and Roberts, Strategies for success in education time Management in more Important for part, 2012.
10. Stella Cottrell (2013). The Study Skills Handbook. Palgrave Macmillan. pp. 123+. ISBN 978-1-137-28926-1.
11. Project Management Institute (2004). A Guide to the Project Management Body of Knowledge (PMBOK Guide). ISBN 1-930699-45-X. Archived from the original on 2008-11-04.