

\*

(260)

(% 32 .7) .1

(%67 .3) .2

( 31)

.3

.4

**.1**

(Time)

(1977

(1999 )

.2006/2/19

2005/4/6

\*

" "

(Carroll)

:

.1

.

.2

:(Block, 1991)

: .1

.3

.(2003 )

.4

" " : .2

" " (Leving, 1989)

: .3

.(Naisbitt, 1994)

: .4

: .5

(Baker and

Holmberg, 1981)

(Cooper, 1993)  
(Organizing Time)

(Time Allocation)

: (Fixed Amount of Time)

Douglas, 1987)

.(Block, 1991

.(Herren, 1988)

(Virtual Study) (Open Universities)  
 (Correspondence Study)  
 Independent ) (Self-Learning)  
 (Home Study) (Study  
 Distributed ) (External Study) Levine, 1989 Douglas, 1987)  
 ) (Flexible Learning) (Learning (Covey and Merrill, 1994 Block, 1991  
 (1988 2002

Allana, 1988 Rumbe, 1989 2000 )  
 (Holmberg, 1998) (1986  
 1999 Peile, 1993)  
 .(2003 2000

(Dewal, 1986)  
 .(1997 )  
 2002 )  
 " (Trindade, 2000  
 (Alex Main) "

( )  
 .(Pauk, 1984)

(Distance Learning)  
 :  
 .1 Control of) (Self - Learning)  
 (Time

(0 .05 =  $\alpha$ ) .2  
 :  
 .3 (Time Waste)

:  
 Covey Smith, 1985)  
 Trueman Fuligni and Stevenson, 1995 and Merrill, 1994  
 .(and Hartly, 1996

**Attitudes Towards Time :**

**Management** (0 .05 =  $\alpha$ ) .4

(Effectively)

(Efficiently)

(Cut-off

(80)

:

Score)

:

.1

(Drucker, 1982) " "

**Time Management :**

"

(1990 )

"

:

.2

**Time Control : على الوقت :****Academic Achievement :**

%57)

(Cohn and Kottkamp, 1993)

(Goodlad, 1984)

(%76 -

(Cusick, 1992)

**Distance Education :****Attitudes :**

)

.(1992

(168)

(70) (98 =11+18+20+49)  
(10)

:  
:

(1990)

:

:

(532)

(1274)  
(%10)

(1976)

:

(160)

(1976 /1975)

.1

(35.10)

(35.30)

.2

( )

(27.21)

(28.56)

.3

(30.14) (28.41)

.1

.2

.4

(21.51) (22.35)

.3

.4

.5

(52.38)

.5

(Dole, 1998)

(53.4)

)

(364)

(2000

( )

(2000 /5/7 – 1999 /5/8)

:

(10)

(49)

.1

(4019)

(20)

.2

:

)

.1

(18)

.3

(

(11)

.4

(%48)

(%45)

.2

(5.5)

(38)

)

.2 ( (%22) (%23) .3  
 (%3) (%20) (%2) (%21)  
 .3 (%7) .4  
 (%1) .5

:

.1 :

: (Fuligni and Stevenson, 1995)

)

Dole, 1998 1990 1976  
 .(2000

.2

Fuligni and 1990

)  
 .(Stevenson, 1995

.3

)

.(2003 2000 (2000)

.4

(46) (67)

.2

(2003)

( )

(2150)

(120)

:

.(1)

:

.1

(80)

(260)

(% 12)

(120)

(140)

(%5.5) (%6.5)

(39 - 17)

(%80)

(2.74)

(22.66)

.(2)

- 70 : %85 : )  
 (%70 : %85  
 (%92 - %77)

(20)

Test - )

(retest

(Likert)

(25)

(Summated Rating)

-

-

-

)

(0.817)

(

-

- 5)

(Cronbach Alpha)

(1 - 2 - 3 - 4

(0.803)

(100 - 20)

(80)

(1)

803	609	194	
665	225	440	
265	100	165	
417	180	237	
2150	1114	1036	

(2)

76	56	20	
92	32	60	
60	20	40	
32	12	20	
260	120	140	

( )

:

(6 - and 8- WAY ANOVA)

(Scheffe test)

(

)

:

: .1

: .2

(25)

.3

(0.879 - 0.768)

.3

:

(SPSS)

:

:

...

(80)

.(3)

=  $\alpha$ )

:

(0.05

(3)

:

%32.7	85	
%67.3	175	
%100	260	

.(4)

(6-WAY ANOVA)

(85)

(3)

:

(%32.7)

.(5)

(175)

(%67.3)

(4)

:

9.35	77.34	140		
8.21	76.9	120		
9.37	77.76	55		
8.69	76.97	205		
8.82	77.33	76		
8.89	76.67	184		
8.06	75.26	124	(65 )	
8.15	79.9	75	(75- 65)	
9.11	80.62	61	(75 )	
8.78	76.54	76		
9.87	77.42	92		
7.15	77.02	60		
8.9	77.94	32		
8.07	76.76	148		20
10.08	76.29	66		30 - 21
9.03	79.57	46		31

(5)

.(260 = )

0.234	1.436	68.044	1	68.044		
0.009	6.867	319.156	1	319.156		
0.483	0.494	23.482	1	23.482		
** 0.027	3.645	169.571	2	339.141		
0.362	1.07	50.744	3	152.231		
** 0.022	3.89	180.629	2	361.257		

.(0 .01 =  $\alpha$ ) \*

.(0 .05 =  $\alpha$ ) \*\*

(5)

.(4 ) :

(7) :

(0.05 =  $\alpha$ ) )

20)

( 31) (

.(4 )

(4

(Scheffe Test)

.(6)

(6)

(0.05 =  $\alpha$ )

(6)

( 75 .1)	(75-65)	(65 )	
* 0.028	0.602		(65 )
0.192		-	(75-65)
		-	(75 )

(0 .05 =  $\alpha$ ) \*

(7)

31	30 - 21	20	
*0.027	0.387		20
0.423		-	30 - 21
	-	-	31

(0.05 =  $\alpha$ ) \*

:

(3.01)

(3.16)

(2.99) :

(1984) " "

(1990) (1976) :

(2000)

( ) (8)

(2.18) (2.11)

(2.75)

(2000)

" " (1976) :

(1990) (1984)

(2.41) (7.10)

(2.63) (7.27)

(2.2) (7.0)

(1990)

:

(1990) (1976) (1991 )

(2.39) )

(2.69) (3.05) (

(2.51) (3.93)

(2.86)

( )

(1.63) (1976)

(2.17) (2000)

(0.05

(1.52)  
(1990)  
(1976)

(1.71)  
(1.98)  
(1.61)

(9)  
(8 - WAY ANOVA)

(10) =  $\alpha$  :

(8)

(260 = )

1.19	3.01	1.14	2.99	1.24	3.16	
1.33	2.11	1.45	2.18	1.20	2.75	( )
0.98	1.63	1.89	2.17	0.83	1.52	( )
1.83	3.05	1.76	3.93	1.76	2.86	( )
1.00	1.71	0.94	1.98	1.05	1.61	
1.75	7.10	1.61	7.27	1.86	7.00	
1.57	2.41	1.36	2.2	1.65	2.63	
1.22	2.39	1.29	2.51	1.16	2.69	( )

(9)

.(260 = )

(175 )		(85 )		
1.28	3.10	1.01	3.07	
1.14	2.93	1.65	3.16	( )
0.96	1.95	0.98	1.88	( )
1.89	3.38	1.72	3.29	) (
0.94	1.93	1.12	2.06	
1.79	7.14	1.65	7.09	
1.45	2.41	1.71	2.47	
1.13	2.57	1.39	2.68	) (

(10)

.(260 = )

0.83	0.041	5.957	1	5.957		
0.16	1.766	3.113	1	3.113		( )
0.58	0.307	0.296	1	0.296		( )
0.72	0.133	0.451	1	0.451		) (
0.32	1.011	1.014	1	1.014		
0.85	1.035	0.106	1	0.106		
0.77	0.084	0.200	1	0.200		
0.43	0.471	0.704	1	0.704		) (

.3

.4

(Time Education)

:

:  
.1

:

.1

.2

.3

.2

1996

.135-118 38 10

1990

1977

.53-8 2 8

1999

2002

1987

1992

2000

1976

:

.40-26 54 14

1988

2000

.40 1774

2000

1990

1997

25

.96-86

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## **Attitudes of Distance Education University Students Towards Time Management and its Relation With Some Variables**

*Ziad Barakat \**

### **ABSTRACT**

This study aimed to identify the attitudes of Al – Quds Open University students towards time management and its relation with some variables: academic achievement, gender, specialization, age, social status, profession and daily behavioral activities. To achieve this purpose, the researcher used a sample that consisted of (260) students (140 males and 120 females). The study indicated the following results:

1. Only (32.7 %) of the students showed positive attitudes towards time management, while (67.3%) of them showed negative attitudes.
2. There were no statistically significant differences between students' degrees in attitudes towards time management related to the variables of: gender, profession and specialization. But, the results showed that there were statistically significant differences between students' degrees in attitudes towards time management related to the variables of: social status, academic achievement and age, in favor of married students, those with high academic achievement and students whose age is 31 year and more, respectively.
3. The time that students spend in performing their daily activities was respectively as follows: sleeping, life habits, university time, studying at home, free time, amusement, assignments and visitings.
4. There were no statistically significant differences between students' scores in attitudes towards time management (positive / negative) related to the average hours spent in any daily behavioral activities.

**Keyword:** Distance Education, Time Management, Social Variables.

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