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THE EFFECTIVENESS OF TRAINING ON TIME MANAGEMENT SKILL DUE TO RELAXATION TECHNIQUES UPON STRESS AND ACHIEVEMENT AMONG MUTAH UNIVERSITY STUDENTS

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ABSTRACT: *The study aimed at investigating the effectiveness of a training program on time management skills due to relaxation techniques upon stress and achievement among a sample of students in Mutah University. The subjects of this study were assigned randomly into two groups: an experimental group which consisted of (38) students who received the training program and a control group which consisted of (37) students who did not receive any kind of training. The stress scale and achievement scores were kept for both groups; before and after exposing to the program. To test the hypotheses of the study; means, standard deviations and Analysis of Covariance (MANCOVA) were computed. The results revealed significant differences between the means of the two groups on the total scores of stress in favor of experimental group, which indicated the effectiveness of the training program in reducing the level of stress, while there is no effect for the groups upon achievement. Furthermore, the results show no significant differences in the effect of gender or the interaction between gender and treatment.*

KEYWORDS: Time Management, Stress, Relaxation, Achievement, College Students,

فعالية التدريب على إدارة الوقت وفقا لأسلوب الاسترخاء العضلي في خفض الضغط النفسي وتحسين التحصيل لدى طلبة جامعة مؤتة.

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الملخص

هدفت هذه الدراسة إلى استكشاف فعالية التدريب على مهارة إدارة الوقت بأسلوب الاسترخاء العضلي في التغلب على أعراض الضغط النفسي وتحسين مستوى التحصيل، لدى عينة من طلبة جامعة مؤتة، تكونت عينة الدراسة من المجموعة التجريبية وكان عددهم (38) طالبا وطالبة، وقد تلقوا تدريبا على مهارة إدارة الوقت بأسلوب الاسترخاء العضلي، والمجموعة الضابطة، وكان عددهم (37) طالبا وطالبة ولم يتلقوا أي شكل من أشكال التدريب. تم تطبيق مقياس مهارات إدارة الوقت كما تم الاحتفاظ بمعدل التحصيل ونتائج القياسات القبلية والبعدية. ولاختبار فرضيات الدراسة تم استخراج المتوسطات الحسابية والانحرافات المعيارية واختبار تحليل التغاير المصاحب (MANCOVA). أظهرت النتائج بان هناك انخفاضا في متوسط درجات الضغط النفسي وتحسنا في معدلات التحصيل وذلك لصالح المجموعة التجريبية مقارنة بالمجموعة الضابطة، فيما لم تظهر النتائج فروق ذات دلالة إحصائية في متوسط درجات التحصيل. ومن جهة أخرى لم تظهر النتائج أي فروق تعزى للجنس أو للتفاعل بين الجنس والمعالجة في متوسط دراجات الضغط النفسي أو التحصيل.

الكلمات المفتاحية: مهارات إدارة الوقت، الضغط النفسي، التحصيل، والاسترخاء، وطلبة الجامعة.

INTRODUCTION

Stress is an important contributing factor to an individual's quality of life, and high levels of stress, if not managed, can negatively affect an individual's emotions, health, and implicit well-being (Kudielka and Wust, 2010). Stress is linked to the six leading causes of death: heart

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disease, accidents, cancer, liver disease, lung ailments, and suicide. It is also associated with an individual's absenteeism from work, increased medical expenses, loss of productivity, insomnia, fatigue, cognitive impairment, depression, and low achievement among college students. Furthermore, it is the main cause of many diseases such as hypertension, arthritis, ulcers, asthma, migraines, immune system disturbances, skin diseases, aggression and relational conflict, and substance abuse and increases the negative effects of aging (Rapolien, Razbadauskas, Sdlyga, and Martinkenas, 2016).

University students are subject to several types of stressors, mainly related to the entrance into a new developmental stage, young adulthood. At this stage according to Erikson (1968), young adults are faced with issues such as intimate relationships, choice of a career, moving away from home, getting a first job etc. Therefore, the transition from high school to college or university is often accompanied by efforts to cope with the high stress levels in adaptive or maladaptive ways (Shkulaku, 2015).

Overcoming stress is a goal for many persons. This is because stress can either hinder or motivate one's performance. The direction of its effect depends on the perception of the individual. When stress is perceived negatively or becomes excessive, it may become linked to physical and mental illness. The process of university education evaluates the student constantly and causes a revaluation of their self-image. However, as the session progresses, stress rises with every paper and examination. Stress can affect both health and academic performance. Among other health 45 risks, it may result in increased blood pressure, a stress-related condition leading to an elevated risk of disease (Shkulaku, 2015; Talib & Zia-ur-Rehman, 2012).

A disturbing trend in college student health reported increase in student stress around the world. Stressors affecting students can be categorized as academic, financial, time or health related, and self-imposed. Academic stressors includes the student's perception of the extensive knowledge base required and the perception of an inadequate time to develop it (Sax, 1997). Students report experiencing academic stress at predictable times each semester with the greatest sources of academic stress resulting from taking and studying for exams, grade competition, and the large amount of content to master in a small amount of time (Misra, and McKean, 2000).

Student success is at the heart of the educational enterprise. College success helps students to meet long-term personal and career goals and provides a range of monetary, psychosocial, and physical benefits (Arum & Roksa, 2011). Students discontinuing their education may reflect a failure on the part of the institution to support students' progress or respond to students' needs. Colleges and universities have invested a great amount of money in retention services (e.g., preparation courses, first-year seminars, academic success centers, advising interventions, tutorial programs, and counseling) in the hopes of retaining students through graduation. These represent substantial investments to improve student opportunities for success (Mancuso, Newton, Kim & Wilcox, 2013).

Numerous intervention strategies have been developed in an attempt to help college students to acquire effective time management skill through participations and exercises that had been designed for this purpose. Some of the intervention strategies were used depending on approaches such as, health education programs, rational emotive therapy, behavioral approaches such as stimulus control and cognitive- behavioral theories, which include techniques such as goal setting, self- monitoring and feedback (Skehan, 1989; Stautberg, 1992).

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A pertinent question to ask is what is time management? There seems to be no concrete definition of what time management really is conventional time management is a systemic application of common sense strategies and techniques in order to become more effective in one's personal and professional life. Time management refers to a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects and goals. This set encompasses a wide scope of activities, these include planning, allocating, setting goals, delegation, monitoring, organizing, scheduling, and prioritizing, and analysis of time spent (Wetzel, 2009). It starts with commitment to change and identifying areas that needed to be changed about one's habits, routines and attitudes. The key to successfully time management is planning and then protecting the planned time. If you plan what to do and when, and then stick to it, then you are in the process of managing your time. One characteristic of distance learners who are successfully completing courses is that they develop a plan for success (Fidel, 2011).

All time management books, group counseling programs and seminars give the same advice, which is you must have an idea of what is important in your life, and what are your values, aims and objectives. This is a very important stage in designing your plan of time management skill around your priorities. What stresses us out in everyday life is feeling as though we are being pulled in a hundred different directions at once. Sometimes we can't avoid working more than we want to when family is our first priority, but often we aren't even aware that this is happening (Foust, 2000).

The time management skill process also advocates various tips intended to keep the time manager focused while practicing the system, principles. These include: complete activities once they are started, Avoid procrastination, turn down, or compromise on, activities that are not goal-orientated, avoid becoming caught-up in low- priority activities, and reward yourself for completing a top-priority activity (Moor,1994; Nunan, 1992; Epstein - shepherd ,1993).

Nichols (2005) set these guidelines to make time management skill more habit-forming. Keep track of your time. Students who keep a log of their time very often find they have much more free time than they thought then write stuff down. You can go high tech (a laptop, handheld organizer, or mobile) or low tech (day planner or notebook). However, have something handy at all times to write notes to yourself or jot down to do lists. Try to balance your class load. Make use of daytime hour; Make sure your schedule includes short breaks between.

Several studies have recently addressed various issues related to time management skill. Nevertheless, less of them investigate the effectiveness of training on time management skills due to relaxation techniques upon stress. Early, Bruce and Abraham (1991) found that time-management components were significant predictors of cumulative grade point average. The importance of helping students to plan studying from the beginning of the semester is widely stated in the literature, which comes out with the result: effective planning of time management skill can reduce wasted time

In another study, Masmar (1993) investigated the effect of group counseling program upon time management skill among the female of first secondary class of Wdi Al seer in Jordan. The result shows that there is a significant deference between experimental group and control group in favor of experimental group, which was trained on time management.

Also, Gottlieb Zuber-Skerrit and Ryan (1994) suggested that a supervisor should assist the supervisee to devise a proposed schedule for activities to be undertaken at a very early stage

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and ensure as much as possible that the schedule is followed. Such a plan exerts a greater demand for structured and disciplined use of time on the part of the student.

Graham and Grant (1997) suggested that dividing the project into smaller and more manageable units which can be planned and controlled makes what seems a huge task more attainable. Identifying expected dates for completion of each phase is important. Safety time can also be built into the plan to allow for catch-up periods. Though it may seem tedious to plan time in such a detailed way, the results will be worthwhile. A week by week schedule is most desirable When devising the schedule, it is helpful to start with an expected date of completion and work the phases from the deadline backwards.

On the other hand, Isaak, Graves, & Mayers (2000) found that probationary students identified more motivational and stress-related checklist problems than did regularly matriculated students. Probationary students identified the same number of study skills problems as regularly matriculated students, despite scoring well below the 50th percentile on the Survey of Study Habits and Attitudes work methods scale.

While Misra and Mckean (2000) found that males benefited more than females from leisure activities, but females had more effective time management behaviors than males also they had experienced higher academic stress and anxiety. Freshmen and sophomore students had higher reactions to stress than juniors and seniors. Anxiety, time management, and leisure satisfaction were all predictors of academic stress in the multivariate analysis, anxiety reduction and time management in conjunction with leisure activities may be an effective strategy for reducing academic stress in college students.

In another study, Al shawi and Sultana (2003) found that Yarmouk University students possess moderate degree of time management skills, and there is a significant and positive correlation between time management skills and academic performance, and there is no statistical difference can be attributed to sex, academic level or college of the students.

Byrd and MacDonald (2005) found that, Time management is a skill that all of the participants noted as critical for college readiness. Participants indicated the importance of this skill when discussing time needed for studying outside class and course-load requirements while trying to manage priorities for work and family. The theme of time management skill elicited a range of responses. Two participants pointed to a lack of time and difficulty with time management skill as the biggest obstacles to doing well in college, while other students related time management skills and multitasking abilities as a strength contributing to readiness for college-level work. Six participants spoke of having strong time management skills and related this strength to life experiences, especially work related experiences, and to being older.

Results of Brougham, Zail, Mendoza, & Miller (2009) study found that college women reported a higher overall level of stress and greater use of emotion-focused coping strategies than college men did. College men and women also reported different coping strategies for different stressors; however, the use of emotion-focused coping strategies dominated over problem-solving strategies for both men and women. These results have implications for designing stress reduction workshops that build on the existing adaptive emotion-focused strategies of college students.

Kausar (2010) found that Academic workloads predicted perceived stress among students. The findings have important implications for students in higher education and highlight the

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importance of counseling in the higher education institutions, which in turn may help improve their academic performance.

In Saudia Arabia, Abdulghani, AlKanhal, Mahmoud, Ponnamperuma, and Alfaris (2011) Found that students' grade point average (academic score) or regularity to attend classes was not significantly associated with the stress level. The prevalence of stress was higher during the initial three years of study and among the female students. Physical problems are associated with high stress levels. Preventive mental health services, therefore, could be made an integral part of routine clinical services for medical students, especially in the initial academic years, to prevent such occurrence.

On the other hand, Ruthig, Marrone, Hladkyj, & Robinson–Epp (2011). Significant gender differences were found for initial health symptoms, perceived stress, exercise, and nutrition. After controlling for prior achievement, increased binge drinking negatively predicted female students' academic performance and feelings of success, increased tobacco use negatively predicted male students' performance. Male and female college students appear to differ in the ways that their health changes over an academic year as well as how such changes impact their later academic performance.

The findings of Okopi (2011) research indicated that there was no significant difference between the NOUN students who did not adhere to their study time management strategies and those who did adhere. Gender, age, marital and employment statuses had significant influence on NOUN students' non-adherence to their study time management strategies. The possible implications of the findings are that majority of NOUN students may be experiencing academic stress and if not properly counselled, would has profound impact on their wellbeing as well as their academic programs completion rate.

In Pakistan, Talib & Zia-ur-Rehman (2012) found that stress level among male and female students do not differ significantly whereas engineering students differ significantly from management sciences students based on the perceived stress score. Course load, sleep problem and social activities were the major source of stress affecting academic performance of the students. In nutshell, perceived stress was found important factor that needs university administration, faculty and parent's focus on effective psychoanalysis services along with stress management programs that could be useful for achieving academic success.

In Iran Mirzaei, Oskouie and Rafii, (2012) investigate how Iranian nursing students manage their time according to the circumstances and obstacles of their academic field. Research was conducted using the grounded theory method. Twenty-one nursing students were purposefully chosen as participants. Data was collected through semi-structured interviews and analyzed using the method suggested by Corbin and Strauss. One of the three processes that the nursing students used was "unidirectional time management." This pattern consists of accepting the nursing field, overcoming uncertainty, assessing conditions, feeling stress, and trying to reduce stress and create satisfaction. It was found that students allotted most of their time to academic tasks in an attempt to overcome their stress. The findings of this study indicate the need for these students to have time for the extra-curricular activities and responsibilities that are appropriate to their age.

Kadapatti & Vijayalamxmi (2012) conducted a study to know the stressors of academic stress among pre-university students. Study habits schedule was developed by combining relevant items selected from the study involvement inventory development and study problems

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schedule developed by combining relevant items from student problems and adjustment inventory developed and student personal problems developed were the scales used to collect the data from students. The results showed that high aspiration, poor study habits, more study problems, change in medium of instruction and low socio-economic conditions are the factors responsible for to academic stress and become stress among selected respondents.

Finding of Balkis (2013) study showed that academic procrastination was negatively related to rational beliefs about studying, academic life satisfaction, and academic achievement. In contrast, rational beliefs about studying were positively related to academic life satisfaction and academic achievement. The results of Structural Equation Modeling (SEM) analyses showed that rational beliefs about studying mediated relationships between academic procrastination, academic life satisfaction and academic achievement. The SEM analyses also showed that academic life satisfaction mediated the relationships between academic procrastination and academic achievement, and rational beliefs about studying and academic achievement.

In field of stress in the areas of academic environment, Joshi (2013) found boys and girls experienced similar levels of environmental, family, financial, hosted stresses and were also similar on free floating anxiety, but girls reported higher level of academic stress. Stress in the areas of academic environmental, family for boys and that in the areas of academic and hosted for girls was positively and correlated with free floating anxiety.

In the field of technology and it's effecting on achievement, Mancuso et al. (2013) explore how formulating interventions on the basis of psychosocial factors offers an avenue for students to address specific attitudes, emotions, and behaviors that relate to college success.

While Tsai and Liu (2015) found that Facebook-based interpersonal skills are negatively correlated with academic achievement, implying that Facebook-based interpersonal skills for social rather than for academic purposes in daily life are deterrent forces for academic achievement.

Problem of the study

Academic performance and completion objectives might be related to a student's style of coping. It has been suggested that, even though non-traditional students are more apt to work full time, these students are not affected by working, commuting, or time limitations because they have more experience at time management (Lundberg, 2003). These students with more time management behaviors considered themselves to be more effective at work, had higher levels of moral and lower levels of stress (Kearns & Gardiner, 2007). However, recent research has suggested that work stressors may play a greater role than personal or academic stressors for non-traditional students (Giancola, Grawitch, & Borchert, 2009). These stressors are potential reasons for non-traditional students relying more often on task-oriented coping strategies, which focus on the problem. Students engage in direct action to modify the situation and reduce the amount of stress it causes. Task-oriented coping action might include engaging a tutor, setting aside more study time, or other active ways to solve the stress-causing problem. The possibility of having multiple roles increases task-oriented strategy out of necessity in supporting the focus on learning for its own sake. For non-traditional students, task oriented coping is related to learning goals and to higher achievement (Morris, Brooks, & May, 2003).

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Time management skill seems as a one of important problems facing students in Mutah University. This assumption came from students themselves when we met them through developmental lectures and when they visited counseling center as counselees. Lots of students seek to overcome the problems related to time management skill as procrastination, and postpone which affect the level of student's achievement, and his/her ability to cope up with the atmosphere of the university. The problem of this study came from the negative effects for missing this skill upon achievement and other aspects of life.

Students in general have very busy and stressful lives because they are attending classes, completing assignments and studying for exams. In addition, they have their own daily routines and lifestyles that are necessary for creating balance between academics and extracurricular activities. However, finding time to do everything at once can be challenging and overwhelming. This is where good time management skills come into practice. This is a skill that students need to learn. They must take the necessary approaches and apply those strategies in order to be effective and more productive. Having these skills gives students the ability to plan ahead and prioritize upcoming assignments and events. This is an important factor in keeping students organized and avoiding procrastination, and ultimately leads to academic success.

Time-management skills are vital for adolescents, especially for Jordanian students. To perform well academically. Moreover, according to Liu, Yin & Huang (2013), most of Jordanian college students and teenagers use Facebook for social contacts. Poor academic achievement possibly results from an uneven distribution of time after college day, time spent at relationships, sleeping, social activities, and using internet for social contacts and for entertainment. Students with adequate time management skills can improve their grades (Dale 1993).

Therefore, the major research hypothesis we tried to test in this study: is there a significant effect of training on Time Management Due to Relaxation Training (TMSBRT) between the experimental group and the control group, gender, and the interaction between them, at the pre-testing post-testing of Student Stress Scale (SSS) and achievement in Mutah University.

Significance of the Study and objectives

The shortage of previous experimental studies in Jordan Universities signifies the importance of this study, which aims at discovering the effectiveness of training on time management skill to reduce the level of stress and up-grade the achievement. The importance of this study also stems from the importance of achievement to students and it is significant to others. It is the main way and only instrument to discriminate and evaluate when they graduate successfully and tend to seek a job. In other words, achievement determine the student's future, especially in jobs chances, and accepting them in the graduate studies.

Many college students may find the academic experience very stressful programs; in Mutah University as well as other programs in universities of the world require students to graduate successfully. Thus effective time management skill becomes a significant key to success. In related literature, great importance has been attached to time management skill when giving advice to supervisors on how to help their students succeed (Moses, 1992; Kelly, 1990). This study aims at discovering the effectiveness of training on the time management skill between the experimental group who expose the training comparing with the control group who did not

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receive any kind of training? Due to gender, work variables and the interaction between them at the pre testing post testing in Mutah University.

Operational definitions

- Time management skill due to relaxation technique (TMSBRT): The ability to manage and control time. It refers to the use of planners, calendars, and the like are effective tools in managing time. Implementing a routine is a method of scheduling actions, which enforce a regiment to fit with a person's flow of work and production activities. It refers to the procedures, exercises, and materials that was implemented in (11) sessions and including the main five following steps of time management skills due to relaxation technique: 1- clarifying values, defining goals, 2- assessing how you are currently spending your time, 3- reorganizing student's time to fit his/her priorities, 4- combating procrastination, 5- using shortcuts for time management.

- Achievement: What student has learned from formal instruction, and it is a measurement of what a person knows or can do after learning. It will be measured in this study depending on the means of semester average for the students.

- Stress: Stress is your body's way of responding to any kind of demand or threat. When you feel threatened, your nervous system responds by releasing a flood of stress hormones, including adrenaline and cortisol, which rouse the body for emergency action. Your heart pounds faster, muscles tighten, blood pressure rises, breath quickens, and your senses become sharper. These physical changes increase your strength and stamina, speed your reaction time, and enhance your focus. It will be measured in this study depending on time stress scale which was developed for this purpose (Segal & Smith, 2016).

- Work: an activity, such as a job, that a person uses physical or mental effort to do, usually for money.

Study Limitations

In spite of significates and benefits, the following are some of the limitations of this study

1- These results should be interpreted with caution in view of missing information on the time-management scale.

2- Since this study concerned only Mutah University students, results cannot be generalized to all students in Jordan.

3. The results of this study also determined by the effectiveness of training program prepared for this purpose and by the validity of achievement and cumulative average.

4- The present study was limited to the fall semester of the academic year 2016/2017.

5- Follow-up test on stress scale and achievement were not conducted, because of no enough time and difficulties to recollect the participants.

Procedures

The procedures of this study went through the following steps: After determining the sample of the study, stress scale and achievement were applied on a random sample of all the

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undergraduate students. The sample consisted of (75) students. They were randomly divided into two groups (experimental and control). Pre-test on stress scale and achievement were taken for the two groups. Students in experimental group agreed and committed to participate in purpose of acquiring time management skill through application in counseling course, depending on Davis, Eshelman, and Mckay (2000) instructions, which were translated to the Arabic language (Aldahadha, 2010), as the following. First session: ice break, expectation discussion, and trust building. Second session: clarify values, define your goals, and develop a plan to reach your goals. Assess how you are currently spending your time. Reorganize your time to fit your priorities. Combat procrastination and overcoming postpone. Use shortcuts for time management. Termination and evaluation. The relaxation techniques focus on the closing eyes, taking a few deep breath, and relax. Imagine yourself in a favorite place where you take a few minutes to think. The techniques mix between the time-managements steps and relaxation instructions, the assumption of this idea came from pleasure events may be the best way for overcoming the hard-bitten and difficult habits (Davis et al., 2000).

Post- test on stress scale was taken immediately after termination of training, while the scores of achievement were collected at the beginning of next semester for the two groups (experimental and control). The study includes two dependent variables (stress scale and achievement), and three independent variables, time management skill training, gender, and work. The data were analyzed using the statistical package for social science (SPSS) to test the hypothesis of the study. Means, standards deviations, and MANCOVA tests, were used to analyze the data.

Participants

Participants for this study were (75) students (26 males and 49 females). The participants of experimental group were registered in the group-counseling course in the college of educational sciences, those students considered as an experimental group. The control group participants were selected randomly from the college of Arts at Mutah University in order to insure that they did not study this course. The average age for the entire sample was (24.3) years (ranging from 20 to 30 years). All the participants were from the Jordanian nationality. They were distributed on the study variables due to table (1).

Instrument

After reviewing the previous literature in this field and studying the questionnaires belong to Student Stress Scale (Dwyer & Cummings, 2001), the Student Stress Survey (Ross, Neibling, & Heckert, 1999), and the Student Stress Assessment (Brougham, Zail, Mendoza & Miller, 2009), students completed a 37 item assessment that identified five sources of stress. The five stress factors were academics (measured by 11 items), familial relationships (measured by seven items), finances (measured by four items), daily hassles (measured by eight items) and social relationships (measured by seven items). Students were instructed to indicate the extent to which they experience stress in relation to a specific stressor. They used a five point Likert scale (anchored by five = “extremely stressful” and one = “not stressful”) to respond to questions about stress.

All of those items in the negative dimension. The minimum grade is (37) while the maximum grade is (185). In order to correct the grades on Student Stress Scale (SSS), grades were interpreted as the following: students who get grades from (37-86) mean low level of stress.

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Grades that ranged from (87-136) showed moderate level of stress. Moreover, grades from (137-185) mean high level of stress.

For the purpose of this study, we ensure the validity of the (SSS); it was rated by a jury of experts in the field of education at Mutah University, Yarmouk University, and Jadara University. This jury's suggestions were used to modify the (SSS) by omitting, adding, or rephrasing items. Furthermore, the reliability of the (SSS) was computed using Cronbach Alpha; it was ranged between 0.81 to 0.89 for the (SSS) factors, while reliability is 0.85 for the all scale. This indicated that it is appropriate for the purpose of the present study.

Results and discussion

To test the study hypotheses, the adjusted means and standards deviation were calculated on the (SSS) for each of two groups, gender and total scores. See table (1).

Table (1) the adjusted means and standards deviations on the (SSS) for each of two groups, gender and total scores.

group	Gender	Stress		Achievement		N
		Means	STD	Means	STD	
Experimental	Males	63.11	17.37	74.47	7.59	17
	Females	58.85	14.68	74.66	5.90	21
	Total	60.76	15.86	74.57	6.61	38
Control	Males	132.44	29.56	77.00	7.58	9
	Females	137.46	24.78	78.00	5.72	28
	Total	136.24	25.68	77.75	6.12	37
Total	Males	87.11	40.05	75.34	7.53	26
	Females	103.77	44.49	76.57	5.97	49
	Total	98.00	43.47	76.14	6.53	75

Results in the table (1) revealed that there were apparent differences between the means of the two groups at the adjusted post-testing means values. This result means that there is a primary improvement of (TMSBRT) among the experimental group. To examine the significance of these differences, the (2×2) MANCOVA test was administered to answer the hypothesis that said: whether there is a significant effect of training on (TMSBRT) between the experimental group and the control group, gender and the interaction between group and gender, at the pre-testing post-testing of (SSS) in Mutah University. The results are shown in table (2).

Table (2) Results of MANCOVA test between the experimental group and control group, gender, and the interaction between them at the pre-testing, post-testing measurement on (SSS).

Source	Sum of Squares	df	Mean Square	F	Sig.	Effect Size
Group	85880.893	1	85880.893	184.24**	.000	.725
Gender	.199	1	.199	.000	.984	.000
Gender * Group	354.725	1	354.725	.761	.386	.011
Error	32629.632	70	466.138			
Total	860166.000	75				

**Significant at the level of P < .0001

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To test the second dependent variable in the main hypothesis, which named achievement, a 2 by 2 between-groups analysis of covariance was conducted to assess the effectiveness of two groups in upgrading the grades of achievement for males and females participants. The independent variables were the group and the gender. The dependent variable scores on the achievement were administered following completion of the course end (post-testing). Scores on the preliminary checks were conducted to ensure that there was no violation of the assumptions of normality, linearity, homogeneity of variances, homogeneity of regression slopes, and reliable measurement of the covariate F= 1.426, p<.242,. This value seems to be greater than .05. In this case, we have not violated the assumption because the significant value is .016, which is much larger than our cut-off of .05.

After adjusting the pre testing and post testing scores, the results reveal that there was a significant effect for the group, F(184.24)= .000, p<.0001, with a large effect size (eta squared=.725). (Cohen, 1988) in favor of experimental group, which means the effectiveness of training on (TMSRT) in reducing the level of (SSS), the core reason of this result can be interpreted because of the need for this techniques among the experimental subjects as well as the need for overcoming their problems and personal dysfunctional. Most of students disclose themselves; they said that they changed their life-style through ignoring the external stressful events instead of focusing on their internal concentration; they applied the relaxation techniques daily before reviewing their time- management process.

This result means that the experimental group showed a more substantial decrease in the (SSS) after completion the group training of (TMSBRT) comparing with the control group. This result means that the experimental group appeared to benefit more from the group training, which reflect the effectiveness of (TMSBRT) upon (SSS). In addition, there was no significant effect for the gender, achievement, and interaction between group and gender. These results suggest that males and females respond equally to the intervention on the (SSS) and achievement.

The students were taught practically on how to deal with time effectively; they acquired the essential skills of time- management, such as time log, set the goals, rearranging the proprieties, using the relaxation in all time of training, developing an action plan, combat procrastination, planning for future, and feeling optimum. Effective time-management skills can help with minimizing dealing anxiety, postpone, and duties fatigue.

The students began to clarify what is most important in their life in as little as an hour and then return to this important task as additional ideas occur to them. They took at least a few more hours to define their goals. They spend three days to complete the time log. Additionally, they took few hours to compare how they are actually spending their time in terms of their priorities and goals and to decide how they want to change the way they are spending their time so that it more closely matches your ideas and goals. While the participants in the experimental group could put the tips to combat procrastination and organize their time more efficiently into practice in a week, the counselor urge the students to practice the training for more time before these techniques become habitual.

The experimental group participants said that they become more effective time-management in deciding what is most worthwhile, they put their priorities in action as career, health duties, preparing for exams, visiting related others, happiness, peace of mind, and communication. They focus the majority of their time and energy on these values, rather than on things that are

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less important to them. The result of this study coincides with the study results of (Bruce and Abraham, 1991; Byrd and MacDonald, 2005; Masmar, 1993; Paul, Baker, & Cochran, 2012).

On the other hand, results did not reveal significant effects for the group, gender, or the interaction between group and gender on the achievement F (2.413) = .125, p<.05, the results are shown in table (3).

Table (3) results of MANCOVA test between the experimental group and control group, gender, and the interaction between them at the pre-testing, post-testing measurement on achievement.

Source	Sum of Squares	df	Mean Square	F	Sig.	Effect Size
Group	2.322	1	2.322	2.413	.125	.033
Gender	.286	1	.286	.297	.588	.004
Gender * Group	1.420	1	1.420	1.476	.229	.021
Error	67.364	70	.962			
Total	438033.000	75				

RECOMMENDATIONS

Depending on the result of this study, I recommended students to benefit from this study through applying the following suggestions and outcomes:

1- Post copies of your written values, goals, action planes, and self-contract in places where you will often reminded of them. Use brightly colored paper an ink to catch your eye. Try keeping a copy in your organizer or in a wall calendar or your bathroom mirror or any other place that you look at frequently.

2- Keep on beside your bed a recorded relaxation training, which contains of time-management instructions parallel with the relaxation techniques. Try to listen before sleeping.

3- Combine activities that can be done at the same time such as watching your favorite TV show while exercise and doing research and writing papers or preparing for presentation.

4- Make a list of things to do when you are waiting. Good student include doing a relaxation exercise, planning tomorrow's list of goals, reviewing your priorities and goals or reading a book.

In terms of implications of the current study, counselors and psychologists working at universities or school counseling centers can use outcomes of the present study to understand students complaining about academic stressors and how to help them better. The findings of this study suggest that reducing stress is not only important for academic life satisfaction or academic achievement (in spite of no positive results to enhance the achievement), but also for the continuity of personal, social adjustment and well-being of students. Counseling centers could utilize rational beliefs about studying measure to help students determine which irrational beliefs lead their stress. Thus, they can develop interventions for students.

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From the previous results, we recommend for further researches on different samples that aim at investigating the factors and methods contributing to the effective time management skill. We have to take other variables in considerations, such as age, job, home location, procrastination, and income. Training on group counseling program by professional specialist in counseling is very important, particularly focusing on quality and quantity of training program, in addition of perfecting the stages and skills of leading groups.

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