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Students' Attitudes Towards Time Management and Constructive Evaluation Strategies

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Abstract: The study examined students' attitudes at Ajloune University College towards time management and constructive evaluation strategies. To achieve the objectives of the study, a descriptive analytical design was adopted for data collection using a questionnaire administrated to (502) male and female students at Ajloune University College (diploma program, bachelor program). For data analysis, SPSS software was employed. The results of the study showed positive students' attitudes at Ajloune University College towards time management and constructive evaluation strategies. No statistically significant differences ($\alpha \leq 0.05$) were found in students' attitudes at Ajloune University College towards time management and constructive evaluation strategies due to gender and academic program. In light of the results, the study suggested some recommendations including the need to reconsider the courses syllabi and the teaching methods used in educational institutions to improve students' skills in using time management and constructive evaluation strategies.

1. Introduction

The world is rapidly witnessing an explosion in the cognitive and technological domains, which have a significant impact on the social, educational and cultural aspects of life. The scientific flow in knowledge fields led to the increasing attention to modern and diverse teaching methods taking students as the center of the learning teaching process to improve the quality of education provided to students in public and private educational institutions. In other words, there is a new trend among educators to abandon out of date teaching strategies such as lecturing and memorization while engaging students more in active learning experiences to make them responsible of their own learning under the supervision of well trained and highly qualified teachers. These teachers are now being prepared to employ teaching strategies suitable to students' chronological age group in addition to being appropriate to the nature of the learning course. This motivated the researchers to examine students' attitudes towards two of the modern teaching methods; time management and constructive evaluation, which is the main focus of the current study.

The search for effective strategies enabling individuals to capitalize their time to the best was one of the main concerns for scholars and researchers. One of these strategies is time management which is one of the efficient organizational instructional methods since it improves students' focus on the learning material and enables them to manage their time more effectively. This increases their ability to work effortlessly to reach higher level of learning outcomes, especially when they can determine their objectives. Also, this facilitates the acquisition of better achievement results. As for constructive evaluation teaching strategy, it can be claimed that it completes time management teaching strategy since students are in a better place in making well informed evaluations about their ability to achieve the learning objectives when they can manage their time cleverly so as they may attain more academic achievement results.

Al Jbouri (2005- cited in Al Momani, 2011) points out that attitudes are an organized method for thinking, feeling and is highly connected to students' responses to different stimuli. This makes them acquire high values and the common morals prevalent in the society. Attitudes may have negative impact on thinking, human values and can lead to be expelled from the society if the attitudes one adopts do not conform to the society. Therefore, families and educational organizations should work together to make students acquire positive attitudes. Attitudes and customs are not inherited; they are learned and acquired and always developing. In addition, students' attitudes are constantly changing and this requires that they are

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always given the necessary information about the prevailing attitudes so as to improve the positive ones they possess and to make them abandon those having negative impact on their social, psychological and cognitive development. In the same line of research, Saleem (2018) highlights the importance of attitudes by claiming that they represent students' feelings with respect to school subjects in addition to the activities affecting their ability to achieve the desired goals. The author concludes by postulating that psychological attitudes are one of main drivers for acquiring knowledge; something that have positive effect on students' academic achievement.

The term strategy is a plan containing a set of sequential steps teachers and students employ as a means to attain the learning outcomes and to effectively use the material and immaterial resources in the educational institution to help students master independent learning skills. Employing diverse teaching methods has a significant impact on students' interaction with the learning material, with teachers and peers. Modern teaching methods are now replacing traditional ones since modern learning theories are more concerned with making students the center of the learning teaching process. This dictates the need for teachers to integrate modern teaching methods in their teaching practices as they have proven to increase students learning motivation and engagement. Teachers' employment of modern teaching methods is not random. By contrast, it should be planned as they have an important role on students' academic achievement. This requires that teachers should be aware to select the suitable teaching method proven to be helpful in reaching the learning objectives by assisting students comprehend the learning material and acquire skills. Based on this, the researchers focused on the use of time management and constructive evaluation teaching strategies while focusing on Al Balqa' Applied University students' attitudes towards these two teaching strategies since they have a positive impact on students' comprehension of the learning content from the researchers' point of view.

Another effective strategy is the constructive evaluation strategy which is a sequential evaluation process taking place during the instruction. It aims to obtain feedback by collecting information about students' academic progress and their positive learning conforming to their academic needs. This strategy enables students face academic challenges they encounter before and during instruction so as they can manage them. To effectively employ constructive evaluation strategy, teachers need to adopt a set of procedures including tracking the academic progress of students by giving them homework; guiding and advising them continuously. In the case there were challenges facing students; teachers should identify weaknesses and give students additional lessons during and after the learning experience. Therefore, this strategy has been advantageous because teachers are able to manage the appropriate time to employ the evaluation process outcomes to improve students' academic achievement in addition to increasing their academic performance, especially when knowing that the evaluation is not separate from the learning teaching process since it has a great impact on activating students' role in the learning process and their learning motivation (Alajrash, 2013). In the same vein, Al Asmari (2013) postulates that constructive evaluation strategy is a multi- stage evaluation process taking place during instruction. It seeks to provide feedback by collecting information about students and their positive learning attainment. The focus of this instructional strategy is to enable students face learning challenges and overcome them. The success of teachers in employing this strategy is highly dependent on their use of several teaching practices such as discussion, observing students' performance and then giving them homework to follow their progress while giving them advises if there are shortcomings. In the case students are not able to learn, additional lessons are needed. Hassan (2015) also emphasizes that constructive evaluation is continuously concurrent with teaching and is a task assumed by teachers to follow- up students' comprehension of the learning content presented to them. For these reasons, teachers are asked to evaluate students' academic progress by collecting feedback after each of the learning objectives or experiences to identify students' strengths and weaknesses and work on correcting the deficits in students' learning to ensure the flow of successful learning process.

Time managements is one term indicating the individual's behavioral skills related to one's ability to modify behavior according to the time restraints and to change the negative habits practiced in daily life to better manage and capitalize time to overcome the difficulties encountered in one's quest to achieve the goals (Abdel Al Aal, 2009). Winer (2017) defines time management as the ability to plan to achieve specific objectives having positive impact on achieving learning goals since bad planning always leads to negative outcomes, which in turn manifested in low level of commitment.

Saadeh (2018) indicates that students' learning by time management strategy motivates them to learn as it is one of the important teaching strategies teachers employ to make the learning experience successful. It is based on helping students organize their time to enable them complete their learning tasks within a specific timeframe to achieve the desired goals and overcome the problems and challenges encountered. This is, of course, due to the ability to manage time and planning. Therefore, teachers are to train students organize their time to improve their ability to make use of time as effectively as possible in the course of the school year. This makes students arrange their priorities while connecting them with a specified time to move them from mere aspirations and ambitions to real actions. Without doubt, this has significant educational practices as time management strategy helps students be decision makers and responsible of their own learning (independent learning). For teachers to successfully employ time management strategy, there is a need for advanced planning and connecting this strategy with different life aspects to complete the tasks in hand, to connect time management skills with academic subjects so as students are able to use time effectively by complying to a specific timeframe put forth

by teachers and instructors to avoid wasting time. On the other hand, students must invest their time to achieve their goals within a previously programmed timetable and to work on providing all that is required to succeed. Students should be also able to face challenges by respecting deadlines and make use of time while taking into consideration at the same time the need to rest. Aitah (2022) stresses the fact that time is one of God's blessings because it reflects life that should not be wasted and that students must work on making use of every second. This means that students must work on managing time to develop their abilities and skills to help them pursue their academic and life goals. In the same line of research, Al Sakarneh (2022) points out that time management has significant importance in making individuals benefit from their time to achieve goals and to enable them create a balance between their goals, desires and duties. It is what distinguishes successful individuals from failures in this life. Thus, the individual must set a group of goals and then work effortlessly to achieve them since without the latter, the sense of achievement will not be rewarding for individuals. To manage and organize time, one should concentrate on writing goals and objectives and makes a list of priorities based on them. Also, one should make a timetable for the achievement of these goals as good planning is the first step to control time and makes it possible to focus on the most important issues at hand based on their significance and place in one's list pf priorities. In other words, setting goals decreases the chance to waste time on unimportant issues. Al Abbadi (2018) claims that there are several difficulties hindering managing time and these include, but not limited to, the inability to set clear attainable goals, laziness, procrastination in addition to forgetting as the individual did not write the timetable to complete a specific task. Furthermore, social events may lead to the inability to complete tasks determined in one's timetable. Also, misconceptions and ignorance of the right procedures or actions to be employed to finish a specific task may have negative effect on personal performance and this means limiting the chance to achieve goals. For these reasons, it is a must to make use of time and avoiding wasting it by adopting modern methods, enjoying work, being optimistic and getting rid of bad habits leading to wasting time.

The researchers think that time management strategy may contribute in overcoming the weaknesses students suffer and this means increasing their strengths if the teacher can effectively manage time and has the competent to specifically determine the right time to interfere after each of the learning situations in class. He should also work on making students assume their supposed responsibilities in the learning experience within an advance programed learning plan executed effectively before, during and after the learning experience. This also applies to when the learning objective has been achieved so as the teacher has the opportunity to handle difficulties and setbacks and work on fixing them. In sum, time is one of the invaluable resources students have and they should make use of it to the fullest.

Studies were limited on the benefits of time management strategy and constructive evaluation strategy on students' academic and behavioral outcomes. Nonetheless, the researchers were able to find some of these studies. For example, Cemaloglu and Filiz (2010) investigated the relationship between time management skills and students' academic achievement. The sample of the study included (749) male and female student selected from faculty of educational sciences at Ghazi University. The most important results of the study were that students reported high levels of time planning and low time wasting levels. There was a correlation between planning for time management and students' academic achievement.

Al Soyouf (2014) examined the most prevalent time management strategies employed by faculty of educational sciences at University of Jordan. To collect data, the researcher employed a (45) items questionnaire. The sample of the study consisted of (237) male and female students. An analytical descriptive survey design was employed in the study. It was found in the study that there were no statistically significant differences in the prevalent time management strategies employed by faculty of educational sciences due to educational level (bachelor, master, doctoral) and gender (male, female). Statistically significant differences were found due to GPA, in favor of very good and excellent GPA students.

Kader and Eissa (2015) examined the effectiveness of time management teaching strategy on improving academic time management skills and their academic self- efficacy among students with learning disabilities. The study employed a semi-experimental research paradigm. The sample of the study included (60) learning disabilities students distributed randomly into two groups, experimental (n=30) and control (n=30). The study found that time management teaching strategy improved learning disabilities students' academic time management skills and their academic self- efficacy.

In Jordan, Al Momani (2017) attempted to determine Ajloune University College students towards vocational education specialization in the university. The sample of the study consisted of (100) male and female students. Analytical descriptive survey paradigm was employed in the study. For data collection, a questionnaire was developed by the researcher. The study results indicated positive attitudes among Ajloune University College students towards vocational education specialization. There were no statistically significant differences in students' attitudes due to gender and academic department.

Owaini (2018) studied levels of time management skills among Qasedi Murbah Warflah University students and to define the guidelines of time management skills and how to overcome different types of time distractors. An explanatory sample of (150) male and female students selected using stratified sampling procedures participated in the study. The researcher

employed a descriptive explanatory approach using instrument was used in the study. The study results showed high level of time management skills among Qasedi Murbah Warflah University students. There were no statistically significant differences due to gender, age group and specialization in time management skills level.

A study by Ali and Shanjar (2019) attempted to identify the effectiveness of constructive learning teaching strategy on first intermediate class male students in social studies. The study employed semi- experimental design. The sample of the study included (60) students assigned randomly into two groups, experimental and control and each consisted of (30) students. The study found that students in the experimental group outperformed students in the control group in the social studies posttest means scores, which confirms the effectiveness of constructive learning teaching strategy in increasing students' achievement.

In another study, Al Salami (2020) sought to determine the acquisition level of female secondary school students of time management skills. The descriptive design was employed as the researcher developed a questionnaire and was administrated to a sample of (239) female secondary school students. The study results showed that time management skills level among the sampled female students was moderate. There were no statistically significant differences in time management skills level due to school achievement.

In their study, Bin Tayeb, Hamel and Sharfawi (2021) investigated the effectiveness of class time management as one of the methods and examined teachers' perspective about the nature of time and its importance. Finally, the study attempted to identify the effectiveness of time management in the school system. The study concluded that time is highly related to students' achievement and plays a vital role in the learning teaching process. Good time management was strongly affected by teachers' professional development since they mirror to their students the significance of time for success.

Wilson, Joiner and Abbasi (2021) studied the effect of improving time management skills among students on their academic achievement in the university. The study sample included (70) male and female students from New South Wales University. The sampled students were on time management skills. To verify the effectiveness of the time management training condition, an achievement test and a questionnaire were given to students at the completion of the training. The study indicated that experimental group students. The results of the study indicated that female students benefited the most from the time management skills training program compared to males since there were statistically significant differences in the achievement test means scores due to gender, in favor of females.

Ali (2023) examine the effectiveness of constructive evaluation teaching strategy in university teaching and its effect on students' learning motivation. The study employed an inductive descriptive design by asking university lectures to report their attitudes and perspectives towards constructive evaluation teaching strategy. The most important results were that university lectures are not prone to using formative assessment in their university teaching; that the practice level of constructive evaluation teaching strategy ranged from low to moderate despite its effectiveness. The overcrowded classes were one of the main reasons for not using constructive evaluation teaching strategies.

It can be noted from reviewing previous studies the positive effects of time management and constructive evaluation teaching strategies on students' academic life. This was proven by the results reported in Al Soyouf (2014), Al Momani (2017) studies. The current study employed the same instrument for data collection as in the last two studies, but, it is different with respect to the research paradigm.

2. Problem of the Study

In light of the new developments in the educational field, there is a need for designing teaching strategies while considering at the same time the learning outcomes of students as these occupy a significant role in the learning teaching process. Constructive evaluation teaching strategy requires well trained teachers so as they can work on improving students; learning experiences and identify their weaknesses and strengths to overcomes weaknesses and develop strengths.

The researchers postulate that there is a relationship between time management strategy and constructive evaluation strategy on students' learning achievement. This dictates the need to train teachers how to employ modern teaching strategies in their classes. This implies that when employing modern teaching strategies, teachers are in a better place to have a positive impact on students' learning. Therefore, the researchers think that university faculty members do not pay much attention to employing modern teaching strategies and that they are still limiting their teaching to traditional strategies. Distant learning, which has become the most prevalent learning in the last three years due to COVID- 19 pandemic, limits faculty members' ability to rely on modern teaching strategies because of the overcrowded classes. nonetheless, it should be noted that the dependence on modern teaching strategies has significant positive impact on students' learning outcomes as they value more the fact that time in a precious resource available to them and they can wisely use for their benefit. This include resorting to planning, self-organizing, and self- monitoring to work on weaknesses by constructive evaluation. This definitely stimulates faculty members to planning in advance for the lecture and to set

achievable goals that they can collaborate with their students make them a reality.

Previous studies have documented that university faculty members are still limiting their teaching strategies to traditional ones. For example, Ali (2023) found that faculty members are showing low levels of formative assessment strategies although they have been proven and documented in previous literature to be effective in improving different students' skills. Also, some of the previous studies have indicated that the overcrowded classes is one of the main obstacles for the employment of time management and constructive evaluation teaching strategies despite the fact that some of the domains of these strategies such as formative assessment can be used. Furthermore, previous studies (e.g. Bin Tayeb, Hamil & Sharfawi, 2021) showed that there is a relationship between good time management skills and students' achievement as faculty members' high levels of time management skills is highly related to better students' achievement. Based on this, and since the researchers are university faculty members with long teaching experience, they think that the employment of time management and constructive evaluation teaching strategies is beneficial for both faculty members and students and this paves the way for the current study as it attempts to identify students' attitudes towards time management and constructive evaluation teaching strategies among at Ajloune University College.

3. Questions of the Study

The study attempts to answer the following questions:
1. What are students' attitudes at Ajloune University College towards time management towards time management teaching strategy?
2. What are students' attitudes at Ajloune University College towards constructive evaluation teaching strategy?
3. Are there statistically significant differences between students' attitudes at Ajloune University College towards time management strategy due to gender (male, female) and academic program (diploma, bachelor)?
4. Are there statistically significant differences between students' attitudes at Ajloune University College towards time management and constructive evaluation teaching strategies due to gender and academic program (Diploma, Bachelor)?

4. Significance of the Study

The importance of the study may be stated in the following:

- The results of the study may help university students and faculty members pay more attention to modern teaching strategies examined in this study (time management and constructive evaluation) in this era of knowledge explosion. This implies that both university students and faculty members will value and exploit time more to improve their learning and teaching experiences. This will put them in a better place to work on achieving the educational goals and objectives they seek to obtain. They may also crystalize a more comprehensive perspective related to these two invaluable teaching strategies and this broadens their views about the general teaching and learning in the university context. Furthermore, and based on the thorough review by the two researchers, university faculty members are still lacking the necessary skills to employ modern teaching methods in their university instruction and the results of this study will hopefully open their eyes about the many benefits the use of such modern teaching methods can make in their teaching profession.

- The current study addresses one of the important topics in the educational literature, and that is students' attitudes towards time management and constructive evaluation teaching strategies among at Ajloune University College which will have practical implications in the instruction process in this university college.
- This study sheds light on the role of university faculty members as a guiding beacon for students to capitalize their time in developing important life skills.
- This study enriches the educational literature about the importance of time management and constructive evaluation as one of the many skills students can acquire to help them face the different challenges in their life.

5. Objectives of the Study

The main purpose of the study is to highlight the importance of some of the modern teaching strategies which are time management and constructive evaluation and to how extent faculty members are able to employ them in their university instruction experiences.

6. Definitions of Terms

- **Attitudes:** Teaching strategy that work on guiding students' positive behaviors at Ajloune University College. They are the total responses given by the students participating in the study towards the teaching strategies employed in

this study. They are measured by the attitudes scale used in the study and is estimated by the total score of the responding students on the attitudes scale to reflect their interest and perception towards these teaching strategies.

-   **Time Management Teaching Strategy:** It is a combination of procedures the faculty member executes in class to develop a scheme to facilitate reaching the set forth educational objectives. These procedures target changing students' academic improper behaviors in their daily university life and their daily routines in general. The strategy works on making students acquire the needed skills to manage their time and overcome the challenges and problems they face in their academic university life.

-   **Constructive Evaluation Teaching Strategy:** It is one of the modern teaching strategies the faculty member at Ajloune University College employs during the learning situation to identify students' strengths and weaknesses. In doing so, the faculty member poses questions before, during and after the class to overcome the challenges they face and improve their strengths.

-   **Students:** These include all male and female students enrolled at Ajloune University College in two academic programs (Diploma, Bachelor) in the first semester of the academic year 2023/2024.

7. Limitations of the Study

The study was confined to male and female students at Ajloune University College in the first semester of the academic year 2023/2024 in two academic programs (Diploma, Bachelor) and this means that the results obtained in the study cannot be generalized to other student populations in other geographical regions.

8. Methods

This section outlines the main procedures followed to obtain the data from the respondents. Also, the reliability and validity of the study instrument are presented. Furthermore, the main statistical procedures are described.

9. Design of the Study

The study was descriptive in nature since the researchers developed a survey questionnaire administrated to a sample of Ajloune University College students. The data collected were analyzed using the suitable data analysis procedures to obtain the results. This research paradigm is based on the selection of a representative sample from the population of the study to reflect the opinions of the respondents towards the phenomenon being investigated.

10. Population of the Study

The population of the study included all male and female Ajloune University College affiliated to Al Balqa' Applied University in Jordan in the first semester of the academic year 2023/ 2024. The total number of these students was (4418) from which (1069) were in the diploma academic program while (3349) were from the bachelor program from various specialization in the university college.

11. Sample of the Study

The sample of the study consisted of (253) male and female students in the diploma program and (249) male and female students in the bachelor program at Ajloune University College. These were selected using simple random sampling procedures from the population of the study. The study was in the first semester of the academic year 2023/2024. Table (1) presented the distribution of the sample based on gender and academic program.

Table (1): The distribution of the sample based on gender and academic program

Variable	Level	Frequency	%
Gender	Male	175	34.9
	Female	327	65.1
	Total	502	100.0
Academic Program	Diploma	253	50.4
	Bachelor	249	49.6

	Total	502	100.0

As shown in table (1), the following can be noticed:

- As for gender, the majority of the study sample was female (n-327) representing (65.1%) of the total sample. This can be due to the fact that the numbers of female students at Ajloune University College is higher than the numbers of males.

- As for academic program, it can be seen that the number of diploma program students was (253) representing (50.4%) of the total sample which is very close to the number of bachelor program students (n=249, 49.6%). This may be due the increasing interest in diploma program, especially in associate nursing and autism diagnosis specializations.

12. Instrument

For the development of the study instrument, the researchers reviewed related literate and previous studies. After that, they worked on developing an attitudes scale which included two domains: Students' attitudes towards time management teaching strategy (20 items) and Students' attitudes towards constructive evaluation teaching strategy (20 items).

13. Data Collection

For data collection, two main sources were employed in the current study:

- **Secondary Sources:** These included a set of educational books, periods, related literature and previous studies. Additionally, some of the internet data bases were browsed to obtain further information about the variables of the study.

- **Primary Sources:** To obtain the necessary information to answer the questions of the study and achieve its objectives, the instrument of the study was developed based on a comprehensive review of related literature and previous studies. The instrument contained two sections: The first was to ask respondents provide their demographic information (Gender, Academic Program).

The second section of the instrument was a (40) items questionnaire reflecting Ajloune University College students' assessment for their attitudes towards time management teaching strategy and constructive evaluation teaching strategy. A five point Likert scale was employed for scoring the responses of the participating students on the items included in the questionnaire (1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree).

The following intervals were used to categorize the means scores of the respondents:

- First Interval: When the means score falls between 1 and less than 2.33, it indicates negative attitude by the respondent.

- Second Interval: When the means score falls between 2.33 and less than 3.66, it indicates neutral attitude by the respondent.

- Third Interval: When the means score falls between 3.66 to 5.00, it indicates positive attitude by the respondent.

14. Instrument Validity

After reviewing related literature and previous studies, the instrument was validated by sending the questionnaire to a panel of experts consisting of faculty members at Al Balqa' Applied University in addition experienced educational supervisors to obtain their remarks related to the instrument of the study which included two domains: The first was students' attitudes towards time management teaching strategy while the second was for students' attitudes towards constructive evaluation teaching strategy. Based on their comments, some of the items were deleted and other items were added that are suitable to the nature of the study. The instrument was then administrated to a random sample of Ajloune University College students. It was found that the instrument measures the targeted domains.

15. Instrument Reliability

To check for the reliability of the instrument, two methods were employed:

16. Test- Retest Reliability

The preliminary format of the questionnaire was administrated to a pilot sample consisting of (40) male and female

students from the population of the study and not participating in the sample. These were asked to give their responses to the items of the questionnaire. The same questionnaire was administrated for the second time after two weeks (two -week interval) to the same students. Correlation coefficients between the two administrations were calculated (see table 2).

17. Internal Consistency

Internal consistency was calculated by computing Cronbach alpha formula on the pilot study (see table 2).

Table (2): Test- retest and internal consistency reliabilities

Domain	Test- retest	Cronbach alpha
Attitudes towards time management teaching strategy	**0.987	0.847
Attitudes towards constructive evaluation teaching strategy	**0.977	0.904
Total instrument	**0.980	0.929

Significant at ($\alpha \leq 0.01$)

Table (2) shows that test- retest reliabilities by calculating Pearson correlation coefficient was (0.987) for attitudes towards time management teaching strategy domain and was (0.977) for attitudes towards constructive evaluation teaching strategy domain. Pearson correlation coefficient for the total instrument was (0.980). As for internal consistency coefficient (Cronbach alpha), it was (0.847) for attitudes towards time management teaching strategy domain and was (0.904) for attitudes towards constructive evaluation teaching strategy domain. Cronbach alpha coefficient for the total instrument was (0.929). These values are statistically significant as it is known that values above (0.70) are considered high reliability values.

18. Procedures of the Study

To achieve the objectives of the study, the following procedures were taken:

- Defining the problem, objectives and variables of the study.

- Reviewing related literature and previous studies as the researchers relied on the studies of Saadeh and Al Rasheedi (2014), Saadeh (2018) in developing the domain of attitudes towards time management teaching strategy. Also, the researchers reviewed the studies of Ali (2021), Al Momani (2011) and Al Momani (2017) to develop the domain of attitudes towards constructive evaluation teaching strategy. Additionally, the researchers browsed internet databases to collect the needed information for the development of the instrument.

- The population of the study defined by male and female students at Ajloune University College at Al Balqa' Applied University. A representative sample of the study population was determined.

- The attitudes questionnaire was distributed to students via e- mail. The sampled students were from both diploma and bachelor programs, from both gender (male, female) in the different specializations at Ajloune University College affiliated to Al Balqa' Applied University.

19. Data Analysis

The statistical package for social sciences (SPSS) was employed for data analysis as follows:

- To answer the first and second questions of the study, means and standard deviations were calculated for the study sample estimations on the domains and items of the study instrument.

- To answer the third and fourth questions of the study, means and standard deviations were calculated for the study sample estimations on the domains in light of the demographic variables included in the study (gender, academic program). Also, t- test for independent samples was employed in the data analysis.

20. Results and Discussion

This section presents the results of the study which aimed to determine students' attitudes at Ajloune University College towards time management and constructive evaluation teaching strategies. The results are presented according to the

questions of the study as follows.

Results pertaining the first question of the study stating: What are students' attitudes at Ajloune University College towards time management towards time management strategy?

To answer this question, means and standard deviations for students' responses on the items of the questionnaire aiming to identify students' attitudes at Ajloune University College time management teaching strategy were computed. Table (3) shows:

Table (3): Means and standard deviations of students' attitudes at Ajloune University College towards time management teaching strategy in descending order based on means scores

NO.	Item	M	SD	Rank	Attitude Direction
1	I respect faculty members coming on class time	4.77	0.48	1	Positive
5	I am satisfied when completing my study on time	4.73	0.53	2	Positive
7	I respect faculty members organizing their time according to specific timetable in the learning experience	4.63	0.57	3	Positive
6	I think setting goals leads to organizing time	4.56	0.62	4	Positive
13	I feel that time management is highly related to achievement and innovation	4.48	0.66	5	Positive
18	I appreciate faculty members employing modern teaching methods to overcome time related problems	4.46	0.63	6	Positive
3	I prefer to be affirmative in organizing my study time	4.42	0.66	7	Positive
14	I like to be a role model in time commitment	4.35	0.77	8	Positive
15	I believe that time management is one of the ethical standards in Islam	4.33	0.78	9	Positive
4	I hate to postpone the time of due homework and projects	4.32	0.84	10	Positive
2	I become worried when wasting time	4.26	0.80	11	Positive
16	I make use of the class time to organize the learning content	4.24	0.74	12	Positive
12	I believe that good achievement is highly dependent on effective time management	4.22	0.82	13	Positive
17	I believe that time management leads to avoiding making mistakes	4.14	0.85	14	Positive
19	I feel to be responsible when abiding to specific timeframes	4.10	0.91	15	Positive
20	I become anxious when the faculty member tells examinations dates	3.62	1.16	16	Neutral
11	Watching the clock make me stressed	3.52	1.23	17	Neutral
8	I think participating in social events and parties is a waste of time	3.24	1.16	18	Neutral
10	I feel laziness when asked to complete the due academic tasks	2.58	1.21	19	Neutral
9	I hate participating in voluntary work because they affect my academic achievement	2.53	1.19	20	Neutral
Total Domain		4.08	0.38		Positive

Table (3) indicates positive attitudes among Ajloune University College students towards time management strategy (M=4.08). furthermore, it can be noticed in the table that the means scores for the domain items were between (M=2.53) and (M=4.77). Item (1) stating:" I respect faculty members coming on class time" ranked first while item (9) stating " I hate participating in voluntary work because they affect my academic achievement" ranked last. The researchers explain this results due the fact that university students are fully aware about the importance of organizing their time and this makes them work hardly to make use of every minute. Also, there are several modern technologies helping students organize their time and they can resort to these for managing their time. This result is consistent with the results reported in Owaini (2018) indicating that students had positive attitudes towards time management. By contrast, this result is different from the results reported in Al Salami (2020) indicating that students had neutral attitudes towards time management.

Results pertaining to the second question of the study stating**: "What are students' attitudes at Ajloune University College towards constructive evaluation strategy?"**

To answer the second question of the study, means and standard deviations for students' responses on the items of the questionnaire aiming to identify students' attitudes at Ajloune University College constructive evaluation strategy were computed as indicated in table (4)

Table (4): Means and standard deviations of students' attitudes at Ajloune University College towards constructive evaluation strategy in descending order based on means scores

NO.	Item	M	SD	Rank	Attitude Direction
2	I like faculty members motivating me plan well	4.57	0.66	1	Positive
9	I prefer the faculty always providing positive reinforcement to students	4.52	0.69	2	Positive
12	I feel that using different types of questions increases my understanding of the learning content	4.41	0.73	3	Positive
6	I believe that monitoring and follow up are necessary for quality insurance in education	4.36	0.69	4	Positive
4	I think that it is essentially based on teacher- students collaboration	4.33	0.66	5	Positive
10	I think that it engages students and increases their learning activities	4.29	0.72	6	Positive
8	I enjoy answering questions posed in class	4.27	0.81	7	Positive
16	I appreciate that in improves my academic achievement	4.26	0.72	8	Positive
13	I think it develops autonomy and self- dependence	4.22	0.71	9	Positive
3	I feel it increases my new knowledge	4.21	0.74	10	Positive
7	I think it develops my critical and creative thinking skills	4.20	0.72	11	Positive
15	I think it increases my academic productivity	4.19	0.70	12	Positive
17	I feel it develops my self- control ability	4.15	0.79	13	Positive
1	I feel it increases my learning motivation	4.14	0.76	14	Positive
5	I think it reveals my abilities via the feedback provided by the faculty member	4.13	0.75	15	Positive
14	I feel it helps me solve problems	4.12	0.79	16	Positive
11	I think it increases the instructor- students relationship	4.05	0.89	17	Positive
19	I feel it needs time to be effectively implemented	3.89	0.91	18	Positive
18	I think it needs trained instructors to be effectively implemented in class	3.79	1.02	19	Positive
20	I become shy when the instructor poses questions in class	2.93	1.32	20	Neutral
	Total Domain	4.15	0.45		Positive

Table (4) shows positive attitudes among Ajloune University College students towards constructive evaluation strategy (M=4.15). Furthermore, it can be noticed in the table that the means scores for the domain items were between (M=2.93) and (M=4.57). Item (2) stating:" I like faculty members motivating me plan well " ranked first while item (20) stating " I become shy when the instructor poses questions in class " ranked last. This results may be due to that the students' main goals during university years is to acquire as many new information and knowledge as possible in his/ her field of study. Additionally, constructive evaluation strategy helps students have many information that can be practiced in the university experience. This result is consistent with the results reported by Ali and Shanjar (2019).

Results Related to the third question of the study stating: **"Are there statistically significant differences (α≤0.05) between students' attitudes at Ajloune University College towards time management strategy due to gender (male, female) and academic program (diploma, bachelor)?"**

To answer this question, means and standard deviations for students' responses on the items of the questionnaire aiming to identify students' attitudes at Ajloune University College towards time management strategy were computed in light of their gender (male, female) and academic program (diploma, bachelor). Also, t- test for independent samples was employed to identify differences in students' attitudes in light of gender and academic program. These results are presented in table (5).

Table (5): T- test for independent samples on time management domain in light of gender and academic program

Variable	Level	M	SD	T	Dif	Sig.
Gender	Male	4.12	0.44	1.983	500	0.051
	Female	4.05	0.34			
Academic Program	Diploma	4.10	0.40	1.405	500	0.161
	Bachelor	4.05	0.37			

Table (5) indicates no statistically significant differences at (α≤0.05) in students' attitudes at Ajloune University College towards time management strategy due to gender and academic program as the values of t- test were insignificant. The

researchers explain this by the fact that both male and female university students from the different specializations take special consideration to the courses presented in their majors. Furthermore, they work on overcoming the academic overload by managing their time. This result is consistent with the results of Al Salami study (2020) and Al Soyouf study (2014).

Results Related to the fourth question of the study stating: **"Are there statistically significant differences (α≤0.05) between students' attitudes at Ajloune University College towards constructive evaluation strategy due to gender (male, female) and academic program (diploma, bachelor)?"**

To answer this question, means and standard deviations for students' responses on the items of the questionnaire aiming to identify students' attitudes at Ajloune University College towards constructive evaluation strategy were computed in light of their gender (male, female) and academic program (diploma, bachelor). Also, t- test for independent samples was employed to identify differences in students' attitudes in light of gender and academic program. These results are presented in table (6).

Table (6): T- test for independent samples on time management domain in light of gender and academic program

Variable	Level	M	SD	T	Dif	Sig.
Gender	Male	4.20	0.55	1.82	500	0.07
	Female	4.12	0.39			
Academic Program	Diploma	4.18	0.46	1.30	500	0.194
	Bachelor	4.13	0.45			

Table (6) indicates no statistically significant differences at (α≤0.05) in students' attitudes at Ajloune University College towards constructive evaluation strategy due to gender and academic program as the values of t- test were insignificant. This result may be explained by that the educational environment is similar for both male and female university students as they both are from the same background and are affected by similar factors/ additionally, they are learning at the same educational institution and are taught using relatively similar teaching methods and strategies.

21. Recommendations

Based on the results, the study suggests the following recommendations:

- Finding scientific and academic solutions to support students' ability in managing their time.

- Reconsidering the university syllabi and teaching methods employed in the educational institutions to improve students' ability to use time management and constructive evaluation strategies.

- Employing measurement and evaluation procedures at the educational institution to encourage students to use time management and constructive evaluation strategies.

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