The Relationship between School Psychological Pressures and Time Management Skills among High-Achieving Students Owning Smartphones: A Field Study in Some Secondary Schools in M'Sila City

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Received: 11/01/2024; Accepted: 07/04/2024; Published: 30/05/2024

Abstract
The current study aimed to investigate the relationship between school-related psychological stress (dimensions, overall level) and time management skills among second-year secondary school students. The study was conducted on a sample of 42 academically high-achieving students who possess smartphones. The following results were obtained:
There were no significant differences in school-related psychological stress among academically high-achieving second-year secondary school students who possess smartphones, based on the variables of academic track and gender. Furthermore, no significant differences were found in time management skills among academically high-achieving second-year secondary school students who possess smartphones, based on the variable of gender. However, there were significant differences in time management skills based on the variable of academic track. Additionally, there was no statistically significant correlation between the overall level of school-related psychological stress and the overall level of time management skills among academically high-achieving second-year secondary school students.

Keywords: school-related psychological stress, time management skills, smartphones, academically high-achieving, second-year secondary school students.

Introduction:
The current educational system is witnessing numerous educational reforms aimed at improving the quality of education and keeping up with the post-modern era characterized by rapid scientific and technological advancements. This necessitates aligning the outcomes of the educational process in the national educational system with those of advanced countries' systems, which possess significantly better material and human resources than our educational institutions. As a result, several problems have emerged at various levels, including issues related to teacher training, the availability of material resources in educational institutions, and difficulties faced by students in comprehending the curriculum, particularly in the secondary education stage. Adolescents, who are in a critical stage of development, face numerous psychological and behavioral challenges, with psychological stress, especially school-related stress, being a significant concern. "Lotfi Abdel Basset" indicates that school-related psychological stress is a multidimensional psychological phenomenon resulting from various psychological and environmental interactions experienced by students, and it is recognized as a source of psychological tension and anxiety. These school-related pressures have a significant impact on various aspects of students' personal development and psychological well-being. A study by "Medhat Samir" (2002) found a negative correlation between psychological stress and psychological well-being among secondary school students. Similarly, "Dumente" and others suggested that increased school-related stress leads to reduced self-esteem, decreased academic performance, and lower self-efficacy. "Ragheb" (1998) also highlighted a negative correlation between psychological stress and students' level of ambition.
In the opposite direction, some researchers indicate that academic pressures have a positive impact. An example of this can be found in the study by "Taha" (2006) who states: "They make students review their lessons diligently before exams, complete assignments within the given time, and provide them with the energy needed to be more effective and organized with their time." This leads us to discuss the importance of time management skill, derived from the significance of time itself as a means for
individuals to achieve their goals. Time is a scarce resource possessed by humans, and what has passed cannot be regained. "Oliver" (1990) defines time management skill as "the ability to control one's life and maintain a continuous sense of personal accomplishment and self-satisfaction." The latter has identified a set of strategies - recommendations in his study - for time management, such as setting goals, prioritizing tasks, creating daily to-do lists, practicing self-control, and developing realistic time estimates.

The increasing importance individuals place on time is a result of the rapid rate of change in our contemporary world, increased expectations individuals have for themselves, as well as the development and speed of communication tools and technology. The availability of the Internet, smartphones, and electronic applications they carry may attract our children, which can lead to an imbalance between satisfying their needs and educational requirements. This imbalance can result in the waste and poor management of their time, negatively impacting their academic achievement, especially for those who are academically gifted and relied upon to build the nation. Faculty members have high expectations for them to succeed in exams. Based on the aforementioned points, the current study aims to explore the relationship between academic pressures and time management skills among academically gifted students who own smartphones.

1- Study Questions:
1. Is there a relationship between academic pressures (dimensions, overall level) and time management skills among academically gifted students in the second year of high school who own smartphones at "Abdelmajid Maziane" and "Salah al-Din al-Ayyubi" secondary schools in the city of M'Sila?

Subsidiary questions include:

2. What is the level of academic pressures among academically gifted students in the second year of high school who own smartphones?
3. What is the level of time management skills among academically gifted students in the second year of high school who own smartphones?
4. Are there differences in academic pressures among academically gifted students in the second year of high school who own smartphones attributed to gender?
5. Are there differences in academic pressures among academically gifted students in the second year of high school who own smartphones attributed to the academic track?
6. Are there differences in time management skills among academically gifted students in the second year of high school who own smartphones attributed to gender?
7. Are there differences in time management skills among academically gifted students in the second year of high school who own smartphones attributed to the academic track?

2- Study Objectives:
1. To identify the levels of academic pressures and time management skills among academically gifted students in the second year of high school who own smartphones.
2. To determine the existence of a relationship between academic pressures and time management skills among academically gifted students in the second year of high school who own smartphones.
3. To examine the differences in academic pressures and time management skills among academically gifted students in the second year of high school who own smartphones attributed to the variables of academic track and gender.

3- Study Significance:
The study derives its importance from the variables it addresses, namely academic pressures and time management skills, as they significantly impact the academic achievement of students in the secondary stage. Additionally, the study’s significance stems from the focus on secondary school students, who are in the adolescent stage. Furthermore, the importance of this research lies in the potential findings that can contribute to guiding and assisting secondary school students in achieving better academic results and academic adjustment. The study's recommendations can also be beneficial in improving the educational environment and its services.

4- Procedural Definition of Key Concepts:
4-1. Concept of Academic Pressures: "The feeling of distress experienced by students, resulting from the school environment, curriculum, educational relationships, exams, or private lessons. It is represented by the grades obtained by students through their responses on the Academic Pressures Scale."
4-2. Concept of Time Management: "The ability to maintain time, set goals and priorities, understand the concept of time regulation and its organizing mechanisms, monitor effective time utilization, track performance, and control measures to minimize time wastage. It is represented by the grades obtained by students on the Time Management Skills measurement tool."

4-3. Second Year High School Students: These are academically gifted students who have achieved a GPA of 13 or above and own smartphones. They belong to either the scientific experimental track or the humanities track and are studying at either Abdelmajid Maziane or Salah al-Din al-Ayyubi secondary schools in the city of M'Sila.

5- Previous Studies:
One of the previous studies is the research conducted by Al-Russais and Al-Duwaihi (2008), which aimed to explore the relationship between time management skills and psychological pressures among academically high-achieving and average-achieving students in the secondary stage in Kuwait. The study concluded that there were statistically significant differences in time management skills between high-achievers and average-achievers, with high-achievers exhibiting superior skills. However, no statistically significant differences were found in psychological pressures between the two groups. The study also highlighted the impact of academic achievement on the correlation between psychological pressures and time management skills.

Another relevant study is the research conducted by Amjad Abad Muslim Al-Qurashi (2021), which revealed a statistically significant negative correlation between time management and academic pressures among female students at Taif University. The study also observed a statistically significant negative correlation between time management and exam anxiety among female students at Taif University. Furthermore, no statistically significant differences were found in the level of time management based on academic specialization. Agolla and Ougori's study also discovered a statistically significant negative correlation between academic pressures and time management skills.

The study conducted by Zhang et al. (1999), its results showed that the main psychological pressures among students are interpersonal relationship problems with family and friends, as well as pressure resulting from education. The main intervention factors identified were social support, methods of harmony, tolerance, and rationality. The main symptoms of pressure were sensitivity in personal relationships, coercion, grandiosity, and aggression.

The study conducted by Marzouk Bin Ahmed Abdulmohsen Al-Omari (2012) revealed a statistically significant negative correlation at (0.01) between psychological pressure scores (dimensions, total scores) and academic achievement (dimensions, total scores) among secondary school students. Additionally, Khira Daoudi's study (2018) indicated that there is no statistically significant relationship between social support and students' success in the Baccalaureate exam. Furthermore, there is no statistically significant relationship between the level of psychological pressure and students' success in the Baccalaureate exam.

Abdulhafiz Labkiri and Nazim Sardawi's study (2020) found a moderate level of school-related psychological pressures among students, with a mean score of 104.53 and a percentage of 65.83%. The study also found statistically significant differences between males and females, favoring females, in terms of psychological pressures. Saleh's study (2009) indicated statistically significant differences in time management levels between male and female students, favoring female students. There were also statistically significant differences in time management levels between students in scientific and literary specializations, favoring scientific students.

6- Research hypotheses:
- The level of academic psychological pressure among academically high-achieving second-year secondary school students with average smartphone ownership.
- The level of time management skill among academically high-achieving second-year secondary school students with average smartphone ownership.
- There are statistically significant differences in academic psychological pressure among academically high-achieving second-year secondary school students with smartphones based on gender.
There are statistically significant differences in academic psychological pressure among academically high-achieving second-year secondary school students with smartphones based on specialization.

There are statistically significant differences in time management skill among academically high-achieving second-year secondary school students with smartphones based on gender.

There are statistically significant differences in time management skill among academically high-achieving second-year secondary school students with smartphones based on specialization.

There is a statistically significant correlation between academic psychological pressure (dimensions, total score) and time management skill among academically high-achieving second-year secondary school students with smartphones.

7-Field Study Procedures:

7.1 Survey Study: The primary objective of the survey study was to calculate the psychometric properties of the study instruments and assess their reliability with a sample of 16 academically high-achieving second-year secondary school students who own smartphones and attend "Abdelmajid Maziane" and "Salah Al-Din Al-Ayyubi" schools.

7.2 Study Design: According to the nature of the current study, the researcher employed a descriptive-analytical research design.

7.3 Population and Sample: The primary study sample consisted of 56 academically high-achieving students, including both male and female students, out of a total of 72 students from the scientific and humanities tracks in the second year of secondary school. These students were enrolled in "Abdelmajid Maziane" and "Salah Al-Din Al-Ayyubi" schools and were purposefully selected. Five students who did not own smartphones and ten students who did not return the measurement questionnaire or provided incomplete responses were excluded from the study.

7.4 Study Limitations:
- Geographical Limitations: The study was conducted in "Abdelmajid Maziane" and "Salah Al-Din Al-Ayyubi" secondary schools in the city of M'Sila.
- Time Limitations: The study took place during the second semester of the academic year 2022/2023.

7.5 Study Instruments:
7.5.1 School Psychological Pressure Scale: Developed by "Marzouk Ben Ahmed Al-Omari" in 2011, the scale consists of 60 items with three alternatives (always, sometimes, never). It comprises five dimensions: social relationships, school environment, curriculum, private lessons, and exams. Furthermore, the psychometric properties of the School Psychological Pressure Scale are as follows:
- Reliability: The internal consistency reliability of this scale was calculated using Cronbach's alpha coefficient, which estimates the average inter-item correlations, as shown in the following table:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Duplicate</th>
<th>Partial variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>%45</td>
<td>19</td>
<td>Male</td>
</tr>
<tr>
<td>%55</td>
<td>23</td>
<td>Female</td>
</tr>
<tr>
<td>%69</td>
<td>29</td>
<td>Experimental Science</td>
</tr>
<tr>
<td>%31</td>
<td>13</td>
<td>Literature</td>
</tr>
<tr>
<td>100%</td>
<td>42</td>
<td>Total</td>
</tr>
</tbody>
</table>

Table No. (02): Illustrates the Reliability of the School-Related Psychological Stress Scale through Internal Consistency.
Based on the table above and considering the Cronbach's alpha coefficient value estimated for the entire scale (0.82), it can be concluded that this scale demonstrates acceptable reliability. The positive values indicate consistency and correlation among the scale items, exceeding 0.50.

b. Validity: The criterion validity of this scale was also calculated using the method of concurrent validity, as shown in the following table:

Table 03: Illustrates the concurrent validity of the School Psychological Pressure Scale.

<table>
<thead>
<tr>
<th>Resolution</th>
<th>Significance level</th>
<th>T</th>
<th>Degree of freedom</th>
<th>Standard deviation</th>
<th>Arithmetic mean</th>
<th>Sample size</th>
<th>Significance level</th>
<th>Levine F homogeneity test</th>
<th>Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>D at 0.01</td>
<td>0.00</td>
<td>10.61</td>
<td>14</td>
<td>1.995</td>
<td>110.62</td>
<td>8</td>
<td>0.06</td>
<td>4.44</td>
<td>Top</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.654</td>
<td></td>
<td>126.25</td>
<td>8</td>
<td></td>
<td></td>
<td>0.61</td>
<td>Low</td>
</tr>
</tbody>
</table>

Based on the table above, it is evident that there is a significant difference between the two groups. The mean score for the higher group was calculated as 110.62, while the mean score for the lower group was 126.25. This is confirmed by the statistical significance test (T-test) value of 10.61, which is negative and statistically significant at the alpha level of 0.01. This indicates that the difference favors the lower group, and thus it can be concluded that the School Psychological Pressure Scale is valid as it was able to differentiate between the two groups.

7.5.2 Time Management Skills Scale: Developed by Inas Bashir Mismar, the scale consists of 30 items with four alternatives: (strongly applies, moderately applies, slightly applies, does not apply at all).

Furthermore, the psychometric properties of the Time Management Skills Scale are as follows:

- Reliability: The internal consistency reliability of this scale was calculated using Cronbach's alpha coefficient, which estimates the average inter-item correlations for the entire scale, as shown in the following table:

Table 04: Illustrates the reliability of the Time Management Skills Scale through internal consistency.

<table>
<thead>
<tr>
<th>Number of phrases</th>
<th>Cronbach's alpha coefficient</th>
<th>The scale as a whole</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>0.766</td>
<td></td>
</tr>
</tbody>
</table>

Based on the table above and considering the Cronbach's alpha coefficient value estimated for the entire scale (0.76), it can be said that these values indicate that the Time Management Skills Scale possesses acceptable reliability. The positive values indicate consistency and correlation among the scale items, exceeding 0.50.

a. Validity: The criterion validity of this scale was also calculated using the concurrent validity method, as shown in the following table:
Table 05: Illustrates the concurrent validity of the Time Management Skills Scale.

<table>
<thead>
<tr>
<th>Resolution</th>
<th>Significance level</th>
<th>T</th>
<th>Degree of freedom</th>
<th>Standard deviation</th>
<th>Arithmetic mean</th>
<th>Sample size</th>
<th>Significance level</th>
<th>F Levine homogeneity test</th>
<th>Particles</th>
</tr>
</thead>
<tbody>
<tr>
<td>D at 0.01</td>
<td>0.00</td>
<td>7.9</td>
<td>62.14</td>
<td>7.836</td>
<td>57.37</td>
<td>8</td>
<td>0.06</td>
<td>4.47</td>
<td>Top</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.803</td>
<td>83.25</td>
<td></td>
<td></td>
<td></td>
<td>Lowest</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The scale as a whole</td>
</tr>
</tbody>
</table>

Based on the table above, it is evident that there is a significant difference between the two groups. The mean score for the higher group was calculated as 57.37, while the mean score for the lower group was 83.25. This is confirmed by the statistical significance test (T-test) value of 7.96, which is negative and statistically significant at the alpha level of 0.01. This indicates that the difference favors the lower group, and thus it can be concluded that the Time Management Skills Scale is valid as it was able to differentiate between the two groups.

8. Presentation, interpretation, and discussion of results in light of the study hypotheses:

8.1. Presentation, interpretation, and discussion of results in light of the first sub-hypothesis: The first sub-hypothesis of this study stated that "the level of school psychological pressure among academically successful students who own smartphones is moderate." To verify the validity of this hypothesis, the statistical significance test (T-test) for a single sample was used, based on estimating the difference between the mean responses of the sample individuals on the School Psychological Pressure Scale and its theoretical mean. After statistical analysis, the following result was obtained, as shown in the following table:

Table 06: Illustrates the level of school psychological pressure among academically successful students.

<table>
<thead>
<tr>
<th>Resolution</th>
<th>Significance level</th>
<th>T</th>
<th>Degree of freedom</th>
<th>Standard deviation</th>
<th>Average Arithmetic</th>
<th>Average Theoretical</th>
<th>Sample size</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>D at 0.01</td>
<td>0.00</td>
<td>3.775</td>
<td>41</td>
<td>11,773</td>
<td>113,14</td>
<td>120</td>
<td>42</td>
<td>school stress</td>
</tr>
</tbody>
</table>

Based on the results presented in Table 06, and based on the sample's mean on the School Psychological Pressure Scale, which was 113.14, it is significantly lower than the theoretical mean of the scale, which was estimated to be 120. Therefore, the level of school psychological pressure among students is low. This was confirmed by the t-value of -3.77, which is statistically significant at the alpha level of 0.01. This means that the differences favor the theoretical mean of the sample, indicating a low level of school psychological pressure. Thus, this result contradicts the first sub-hypothesis of the study. The confidence level for this result is 99%, with a 1% margin of error. The current study's findings are inconsistent with both the study by Labkiri and Sardawi (2018), which found a moderate level of school psychological pressure among students preparing for the baccalaureate certificate, and the study by Ben Khalifa (2017), which found that the school psychological pressure among the sample participants was considered moderate, with 78.89% of the sample experiencing moderate pressure. The lower level of school psychological pressure in the
current study can be attributed to the fact that the sample consists of academically successful students in their second year. It is natural for this group not to experience significant school psychological pressure. This is supported by the literature indicating that academically successful students have a higher ability to cope with stressful situations compared to their peers, as noted by 4. This finding aligns with the study by Al-Omari (2012), which found no statistically significant inverse relationship at the alpha level of 0.01 between the levels of psychological pressure (dimensions and overall score) and academic achievement.

Moreover, a study by 'Abees' (2007) found statistically significant differences in the level of psychological stress between high-achieving students and average students in the academic field 5. The lower psychological stress among the high-achieving students can be attributed to their academic compatibility. 'Al-Omari' (2012) indicated a negative correlation between psychological stress and mental health among secondary school students in "Al-Laith" province. This adaptation manifests in their ability to harmonize within the school environment, adapt to the educational climate and its internal system, establish positive educational relationships with peers and faculty, overcome exam anxiety through adequate preparation, completing homework assignments, utilizing private lessons to enhance their cognitive abilities. Additionally, this group possesses special skills such as problem-solving, decision-making, commitment, self-confidence, independence, and leadership 6. Hence, they do not find academic aspects challenging, which eliminates a potential source of stress for them.

The reduced school-related psychological stress among this group can also be attributed to the support and assistance provided by their families. A study by 'Zhang et al.' (1999) identified social support as the primary intervention method for coping with stress. Both 'Cutrona and Russell' (1999) argue that social support and the presence of satisfying social relationships characterized by love, warmth, and trust serve as barriers and buffers against the negative impact of life pressures 7. Today, families recognize their primary role in attending to the psychological well-being of their children by continuously visiting educational institutions, listening to their children, engaging in their choices, particularly regarding academics, providing a conducive study environment at home, recreational and entertainment facilities, directed and non-directed physical activities. These measures increase their satisfaction and comfort in their academic lives, reduce their exposure to stress, and equip them with psychological and behavioral skills to effectively cope with it, supported by the educational institution's developmental, preventive, and therapeutic counseling services.

8-2. Presentation, Interpretation, and Discussion of Results in Light of the Second Sub-Hypothesis:

The second hypothesis of this study states: "The level of time management skills among academically high-achieving second-year secondary students who own smartphones is moderate." To test the validity of this hypothesis, the statistical significance test (T-test) was employed for the single sample. After statistical analysis, the following results were obtained, as illustrated in Table 07:

<table>
<thead>
<tr>
<th>Resolution</th>
<th>Significance level</th>
<th>T</th>
<th>Degree of freedom</th>
<th>Standard deviation</th>
<th>Arithmetic mean</th>
<th>Theoretical average</th>
<th>Sample size</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant at 0.01</td>
<td>0.000</td>
<td>3.81</td>
<td>41</td>
<td>10,163</td>
<td>69.02</td>
<td>75</td>
<td>42</td>
<td>Time management skill</td>
</tr>
</tbody>
</table>

Based on the results presented in Table 07, it is evident that the average score of the study sample on the "time management skill" scale, which was 69.02, is significantly lower than the theoretical mean of the scale, estimated at 45. Consequently, the level of time management skills among the students is low. This is further confirmed by the negative t-value (-3.81), which indicates statistical significance at an alpha level of 0.01. Therefore, there is a difference between the mean score and the theoretical mean, favoring the latter. Thus, this result contradicts the second hypothesis of the study, which proposed that the level of time management skills among the students is low. The confidence level for this result is 99%, with a 1% margin of error.
The findings of the current study contradict previous research such as the study by Al-Omari (2016), which found that time management skills among science college students are moderate, and the study by Al-Freihat (2010), which concluded that time management effectiveness among female students in the "Aljun" College is moderate. Similarly, the study by Tanrıögen and Işcan (2009) indicated that the level of time management skills among university students was moderate.

The low level of time management skills among the current study sample can be attributed to their lack of sufficient maturity and awareness of the importance of time. They lack guidance both in the school and family environments regarding the significance of time planning in their academic lives. Time management enables them to balance academic goals and daily life requirements. Since the current study sample consists of high-achieving students who possess psychological and behavioral characteristics, Berry (1950) pointed out that among the characteristics of time management deficiencies is pathological fear of failure.

This category is characterized by their inability to control, organize, and effectively utilize time, as well as their lack of awareness regarding the importance of this positive practice in their academic lives. They do not adhere to general principles of time management, such as planning, self-monitoring, and self-regulation. They struggle with time-wasting activities, fail to prioritize tasks, and leave assignments unfinished. Additionally, their lack of maturity and awareness of the importance of time planning contributes to this issue.

Moreover, students who possess smartphones exhibit time-wasting behaviors related to modern communication technologies, particularly the internet and social media platforms. This group shows an increasing inclination towards using these technologies and assigning them great importance in their daily lives. According to Al-Rawis (1436 AH), the most significant self-inflicted time-wasting factors are modern technological tools found on mobile phones, such as WhatsApp, Facebook, Instagram, and Twitter. These platforms ranked first with an average score of 2.54 and a standard deviation of 6.38. The widespread use of these technologies is attributed to the shift in the interaction and communication patterns among society members, as well as the entertainment and recreational aspects they offer, without being fully aware of their negative effects, notably addiction.

The Digital Report by DataReportal indicates that the number of internet users in Algeria reached 27.28 million in 2022, with 26.50 million users on social media platforms. These users are as young as 13 years old, and 66% of internet users are addicted to online platforms.

8-3 Presentation and Interpretation of Results in light of Hypothesis 3:

Hypothesis 3 of this study stated: "There are differences in the level of school-related psychological pressures among academically high-achieving second-year secondary school students who own smartphones based on the gender variable." To test the validity of this hypothesis, the statistical significance test (T-test) was conducted for the two independent samples. After statistical analysis, the following results were obtained, as illustrated in Table 08:

Table 08: Illustrates the differences in the level of school-related psychological pressures among students based on the gender variable.

<table>
<thead>
<tr>
<th>Resolution</th>
<th>Size</th>
<th>Value &quot;T&quot;</th>
<th>Degree of freedom</th>
<th>Standard deviation</th>
<th>Arithmetic mean</th>
<th>Sample size</th>
<th>Significance level</th>
<th>Homogeneity (F)</th>
<th>Levine's test (F)</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non D</td>
<td>0.634</td>
<td>0.480-</td>
<td>40</td>
<td>7.670</td>
<td>111.21</td>
<td>19</td>
<td>0.02</td>
<td>5.51</td>
<td>4</td>
<td>mMale</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14.662</td>
<td>113.00</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td>Stress</td>
</tr>
</tbody>
</table>

Based on the aforementioned Table 08, we observe that the homogeneity test, Levine's test (F), yielded a non-significant value of (5.51). This indicates that there is homogeneity between the two groups, necessitating the application of the independent samples t-test.

Upon examining the mean scores in the measure of school-related psychological pressures, it was found that the average score for males was (111.21), while for females it was (113.00). Although there is a slight difference between the two groups, the statistical significance test (t-test) value of (0.48-) is
negative and non-significant. Therefore, we can conclude that the null hypothesis, which denies the existence of differences, is accepted. Consequently, we can infer that this result contradicts Hypothesis 4 of the study, suggesting the absence of differences. The level of confidence in this result is 95%, with a 5% probability of error\(^1\).

The findings of the current study align with the study conducted by (Author 1, Year) which concluded that there are no differences in school-related psychological pressures attributed to the gender variable among secondary school students in "Zintan" city. Similarly, the study by (Author 2, 2018) confirmed the absence of gender-related differences in psychological pressures. These results contrast with the findings of (Author 3, 2021), which indicated the existence of differences in psychological pressures in favor of female students, as well as the study by (Author 4 and Author 5, 2020), which revealed differences in school-related psychological pressures favoring males.

The interpretation of the current study's results suggests that academically high-achieving male and female students possess similar abilities in coping with psychological pressures and adapting to stressful situations. They also have similar perceptions and evaluations of these pressures and share the responsibility for academic success. As a result of social and cultural changes, both males and females now share equal academic aspirations, unlike in the past when male students bore greater responsibility for success. It's worth noting that school-related psychological pressures for both genders are low due to the support provided by educational institutions and families, through the available services and familial support.

**8-4- Presentation and interpretation of results in light of the fourth hypothesis:**

The fourth hypothesis of this study states: "There are differences in the level of school-related psychological pressures among academically high-achieving second-year secondary students who own smartphones, based on the branch variable." To verify the validity of this hypothesis, the statistical significance test (T-test) was employed for the two independent samples. After statistical analysis, the following result was obtained as shown in the following table:

Table 09: Illustrates the differences in the level of school-related psychological pressures among students based on the specialty variable.

<table>
<thead>
<tr>
<th>Resolution</th>
<th>Significance level</th>
<th>Value &quot;t&quot;</th>
<th>Degree of freedom</th>
<th>Standard deviation</th>
<th>Arithmetic mean</th>
<th>Sample size</th>
<th>Significance level</th>
<th>Homogeneity (F) Levine</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant 0.002</td>
<td>3.28</td>
<td>40</td>
<td>12,372</td>
<td>115.82</td>
<td>29</td>
<td>3.243</td>
<td>0.079</td>
<td>13</td>
<td>Stress</td>
</tr>
<tr>
<td>Control</td>
<td>4.974</td>
<td>104.07</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the above table number (09), we observe that the value of Levine's homogeneity test (F), which was (3.24), is not statistically significant at a significance level of (0.05). Therefore, we can conclude that there is homogeneity between the two groups, which necessitated the application of the independent samples t-test.

Upon examining the mean scores in the measure of school-related psychological pressures, we find that for the science stream, it was (115.82), while for literary stream, it was (104.07). We observe that there are differences between the two streams. Additionally, the value of the statistical significance test (t-test), which was (3.28), is a positive and statistically significant value. Hence, we can reject the null hypothesis that denies the existence of differences. Thus, we can conclude that this result supports the third hypothesis of the study, which states that there are differences in the level of school-related psychological pressures among academically high-achieving second-year secondary students who own smartphones, based on the stream/specialty variable, in favor of the science stream. The level of confidence in this result is 99%, with a 1% probability of error.

The results of the current study align with the study conducted by Al-Hawari (2021), which found statistically significant differences in school-related psychological pressures attributed to the specialty
variable in favor of the science specialization in a secondary school in Sarman city. This can be explained by the fact that subjects and courses in the science branches require considerable effort and concentration due to their difficulty and complexity compared to the subjects in literature, which heavily rely on memorization. Additionally, the science stream requires practical application through exercises and experiments, which increases the school-related psychological pressures on students in the science branches compared to the literature branches.

8-5- Presentation and interpretation of results in light of the fifth hypothesis: The fifth hypothesis of this study states: “There are differences in the level of time management skills among academically high-achieving second-year secondary students who own smartphones, based on the gender variable.” To verify the validity of this hypothesis, the statistical significance test (T-test) was employed for the two independent samples. After statistical analysis, the following result was obtained as shown in the following table:

Table 10: Illustrates the differences in the level of time management skills among students based on the gender variable.

<table>
<thead>
<tr>
<th>Resolution</th>
<th>Significant level</th>
<th>Value &quot;T&quot;</th>
<th>Degree of freedom</th>
<th>Standard deviation</th>
<th>Arithmetic mean</th>
<th>Sample size</th>
<th>Significance level</th>
<th>Homogeneity (F)</th>
<th>Leaue</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non D</td>
<td>0.845</td>
<td>0.19</td>
<td>1</td>
<td>69.36</td>
<td>1</td>
<td>0.2</td>
<td>7.825</td>
<td>1.60</td>
<td>7</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td>11.739</td>
<td>68.73</td>
<td>1</td>
<td>11.739</td>
<td>3</td>
<td>9</td>
<td>0.19</td>
<td>0.845</td>
<td>Female</td>
<td></td>
</tr>
</tbody>
</table>

Through the above table number (10), it can be observed that the value of Levine's homogeneity test (F), which was (1.60), is not statistically significant at a significance level of (0.05). Therefore, we can conclude that there is homogeneity between the two groups, which necessitated the application of the independent samples t-test.

Looking at the mean scores in the measure of time management skills, it was (69.36) for males and (68.73) for females. We observe slight differences between the two groups. However, the value of the statistical significance test (T-test), which was (0.19), is a negative and not statistically significant value. Thus, we can conclude that the null hypothesis, which denies the existence of differences, has been accepted. Therefore, we can infer that this result contradicts the fourth hypothesis of the study, indicating no significant differences. The level of confidence in this result is 95%, with a 5% probability of error.

The results of the current study align with the study conducted by Al-Ruwais (1436 AH), which found no statistically significant differences in students' awareness of the importance of time. It also aligns with the study by Al-Qurayshi (2021), which affirmed the absence of statistically significant differences in time management skills among female students at Taif University. However, the results of the current study contradict the study by Saleh (2009), which found statistically significant differences in the level of time management skills attributed to the gender variable in favor of female students. The researcher attributes the results of the current study to the fact that both genders manage their time in the same ways, possess the same capacity for planning, recognize the importance of time, and possess similar skills to utilize it for their academic tasks. Time management skills are not determined by an individual's gender but rather by their personal characteristics of discipline and self-control. It is a valuable and organizational skill that varies from one person to another and is influenced by parental upbringing. Furthermore, time-wasting behaviors in our current era are similar for both genders, as they both own smartphones, use social media platforms, and are susceptible to addiction to them.

8-6 Presentation and Interpretation of Results Based on Hypothesis Six:

Hypothesis six of this study states: “There are differences in the level of time management skills among academically high-achieving second-year secondary school students who own smartphones, based on the variable of academic specialization.” To verify the validity of this hypothesis, the
independent samples statistical significance test (T-test) was employed for the two independent samples. After statistical analysis, the following results were obtained, as indicated in Table 11:

Table 11: Illustrates the differences among students in the level of time management skills based on the variable of academic specialization.

<table>
<thead>
<tr>
<th>Resolution</th>
<th>Time management skill</th>
<th>Rho de Pearson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Significant</td>
<td>0.039</td>
<td>Correlation coefficient</td>
</tr>
</tbody>
</table>

Based on the above Table 11, it is observed that the value of the Levene's test for homogeneity, which is 0.00, indicates a statistically non-significant value at a significance level of 0.05. Consequently, we conclude that there is homogeneity between the two groups, necessitating the application of the independent samples t-test.

Upon examining the mean scores in the time management skills scale, it is noted that for the scientific specialization group, the mean is 70.79, while for the humanities specialization group, the mean is 65.07. Although there is a slight difference between the means, the value of the t-test for statistical significance, which is 1.72, is not statistically significant. Therefore, we can conclude that the null hypothesis, which denies the existence of differences, is accepted. The confidence level for this result is 95%, with a possibility of a 5% margin of error.

This result contradicts the findings of a study conducted by Denlinger (2012), which found no differences in time management based on specialization among students. However, it aligns with the study conducted by Al-Qurashi (2021), which concluded that there were no statistically significant differences in time management levels based on academic specialization among female students at "Al-Taif" University. It also contradicts the results of a study by Saleh (2009), which found statistically significant differences in time management levels between literary and scientific specializations in favor of the scientific specialization. Additionally, it contradicts the findings of a study by Al-Ruwais (1436 AH), which confirmed the existence of statistically significant differences among students regarding environmental time wasters attributed to the scientific specialization.

It can be understood that the lack of difference in time management skills based on specialization indicates that students in both humanities and scientific specializations organize their time in a similar manner. Furthermore, it suggests that time management skills are more closely associated with personal characteristics rather than the nature of subjects and academic specializations.

8-7-Presentation, Interpretation, and Discussion of Results in light of the General Hypothesis:

The general hypothesis of this study states: "There is a statistically significant correlation between academic-related psychological pressures and time management skills among academically high-achieving second-year secondary school students who own smartphones." To verify the validity of this hypothesis, the Pearson correlation coefficient was employed after confirming the linearity condition of the relationship. The results are presented in the following table:

Table 12: Illustrates the correlation between the overall score and dimensions of academic-related psychological pressures and the overall score of time management skills among academically high-achieving second-year secondary school students.
Through the aforementioned Table 12, it is observed that the Pearson correlation coefficient revealed the scores of the study sample in the dimensions of the "academic-related psychological pressures" and their scores in "time management skills" as follows: For the dimension of social relationships, the correlation value was (0.03), indicating an extremely weak value. Regarding the dimension of the school environment, it reached (0.14), denoting a very weak value. As for the dimension of the curriculum, it was (0.51), representing a strong value. The dimension of private lessons showed a correlation value of (0.00), indicating an extremely weak value. Regarding the dimension of examinations, it amounted to (0.27), reflecting a very weak value. This means that there is no correlation between the scores of the dimensions of "academic-related psychological pressures" and "time management skills" among the study sample, except for the curriculum dimension, where the correlation value was negative and statistically significant at a significance level of alpha (0.05 = α).

Thus, we can conclude that the null hypothesis, which denies the existence of a relationship, was accepted except for the curriculum dimension, where there is no correlation between the scores of the dimensions of "academic-related psychological pressures" and "time management skills" among the study sample, except for the curriculum dimension. The confidence level for this result is 95%, with a possibility of error of 5%.

Through the aforementioned Table 11, it is observed that the Pearson correlation coefficient revealed the scores of the study sample in the scale of "academic-related psychological pressures" and their scores in "time management skills" as (0.25), indicating a very weak value. This means that there is no correlation between the scores of "academic-related psychological pressures" and "time management skills" among the study sample. Additionally, the result of this correlation was negative and not statistically significant at a significance level of alpha (0.05 = α). Therefore, we can conclude that the null hypothesis, which denies the existence of a relationship, was accepted. Hence, it can be said that this result contradicts the general hypothesis of the study, indicating that there is no relationship between the dimensions of academic-related psychological pressures and time management skills, except for the curriculum dimension. The confidence level for this result is 95%, with a possibility of error of 5%.

The result contradicted the study conducted by Amjad Al-Qurashi (2021), which found a negative correlation between time management skills and academic pressures among female students at Taif.
University. Similarly, Agolla and Ongori's study (2019) confirmed a statistically significant negative correlation between academic pressures and time management skills among university students. Al-Rassas's study (2010) indicated that the correlation between school psychological pressures and time management skills is influenced by academic achievement, with a higher correlation observed among high-achieving students compared to average students. However, the current study's results revealed no statistically significant correlation between the total score of the psychological pressures scale and the total score of the time management scale. Nevertheless, when examining the relationship between each dimension of the school psychological pressures scale and the total score of the time management scale, an inverse statistically significant correlation was found between the dimension related to curriculum pressures and time management skills, with a correlation coefficient of (-0.516) at a significance level (α=0.01). This can be interpreted by the nature of the current curriculum in the second year of secondary school, characterized by density, overload, repetition, and lengthy content, without considering students' interests and abilities. Consequently, students strive to plan their time, feeling frustrated and anxious due to the rigidity of the curriculum and the absence of practical aspects and accompanying activities. The student attempts to organize their time in order to understand these subjects. As for the remaining dimensions of the school psychological pressures scale, no statistically significant correlation was found with the total score of time management skills. The correlation coefficient between the dimension of social pressures and time management skills was (0.039-), which is a non-significant value at (0.806). The correlation coefficient between pressures related to the school environment and time management skills was (0.147-), also a non-significant value at (0.351). The correlation coefficient between pressures related to private lessons and time management skills was (0.002), which is a non-significant value at (0.988). The correlation coefficient between exam pressures and time management skills was (0.272-) at a significance level of (0.082), which is also a non-significant correlation.

Results and Recommendations: The current study yielded the following results:
- The level of school psychological pressures among second-year secondary students who own smartphones is low.
- The level of time management skills among academically high-achieving second-year secondary students who own smartphones is low.
- There are no significant differences in school psychological pressures among academically high-achieving second-year secondary students who own smartphones based on gender.
- There are no significant differences in school psychological pressures among academically high-achieving second-year secondary students who own smartphones based on the academic track.
- There are no significant differences in time management skills among academically high-achieving second-year secondary students who own smartphones based on gender.
- There are significant differences in time management skills among academically high-achieving second-year secondary students who own smartphones based on the academic track.
- There is no statistically significant correlation between the overall score of school psychological pressures and the overall score of time management skills among academically high-achieving second-year secondary students who own smartphones. However, the study found a statistically significant correlation between the distance of curriculum pressures and time management skills in the study sample.

Based on the previous findings, the following recommendations are suggested:
- Directing students towards awareness of the importance of time and effectively investing it as a crucial resource that cannot be retrieved in order to achieve academic excellence.
- Assisting students by raising their awareness of strategies to deal with environmental or personal time-wasting factors, especially regarding electronics, and utilizing them as tools in the learning process.
- Activating the role of "guidance counselors" who contribute to helping students lacking time management skills, assisting in their development and enhancement through organizing training courses and workshops. These activities would help students identify priorities and goals in their academic lives.
Emphasizing the importance of parental involvement by raising their awareness of the need to assist their children in setting priorities, organizing their time, and encouraging them to set goals. This can be done by providing a suitable studying environment and monitoring the use of time-wasting activities to prevent negative impacts on academic achievement for this group of students.

Endnotes


5 Previous reference, p. 435.


7 Malham, previous reference, p. 435.

8 Daoudi, previous reference, p. 264.


REFERENCES


