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The degree of time management skills among school principals in Irbid Qasabah from the teachers' viewpoint

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Abstract---This study sought to identify the extent to which school principals in Irbid Qasabah Directorate of Education possessed time management skills from teachers' viewpoint. And to identify the nature of the association between the principals' rate of time used and the task's significance according to their estimation. To achieve the study goals, the descriptive approach was utilized, and a questionnaire was designed with (40) items. It was administered to the study sample (n = 208) of male and female teachers from Irbid Qasabah. The findings of the study indicated that the principals of both public and private schools in Irbid Qasabah had a high level of time management skills. The findings also showed that there were no statistically significant differences between the means of the participants' estimates attributed to the difference in the variables of academic qualification and experience. Except for the gender variable, where there were statistically significant differences showing that females outperformed males.

Keywords---time management, Irbid Qasabah schools, skills.

Introduction

The critical value of time has been reaffirmed by numerous recent scientific research in the realm of administrative sciences. Due to the fact that the educational system is essential and effective in educating the next generation and equipping them with the talents, values, attitudes, and skills they need to play a part in the growth and development of their society. The educational system must successfully integrate and interact with a number of factors to fulfil its important role in education. Among these factors is the school management, which is represented by the principal. Indeed, the concept of management has emerged as a crucial process in contemporary society. However, what distinguishes

management and clarifies its characteristics is the application of a variety of managerial strategies, such as time management.

Time management is concerned with self-management, planning and exercising deliberate control over the amount of time spent on particular tasks, especially to boost effectiveness, efficiency, and productivity. It entails a person having to balance a variety of obligations from their job, social life, family, hobbies, and other commitments with the limited amount of time they have. When one manages their time well, they have the "option" to spend or manage activities at their own pace. A variety of abilities, resources, and methods can be utilized to manage time when completing particular tasks, projects, and goals by the due date. The relationship between the concept of time and managerial functions has been noticed. Because time management is a constant process that calls for the availability of the desire for development, improvement, analysis, planning, follow-up, and re-analysis. Conscious management works to maximize the use of time and to research its impact on each function of management. Success on the other hand depends on time management, as Peter Drucker rightly confirmed: "A person who cannot manage his time cannot manage anything else."

Generally, individuals value their time, and this value increases in numerous occupations and professions, particularly in schools of all types, both primary and secondary. Because numerous tasks, including instruction, and formative and summative assessment, must be completed within predetermined deadlines. On the other hand, principals and educational directors allocate specific time to instruction, student interaction in the classroom, and other activities that eventually help students achieve a variety of desired educational goals. One established reality is that a person's time is their most valuable asset. A person won't be able to carry out any tasks or activities or fulfil their goals if they don't have enough time. Time is a scarce resource, and the ability to effectively manage it raises its value.

Managing time appropriately contributes to self-management and thus improves performance levels. Time is at the top of the evaluation elements and indicators when we link the success or failure in achieving the goals with the time limit specified for that, and the ability to move from one task to another in the time sequence specified for it according to the plan. (Al-Tarawneh and Mubaslat, 2012). Numerous educational sources in the field of educational administration emphasized the importance of time for the individual, and its value exceeded the value of money. For this, it must be invested very carefully. Sewart (2002) claimed that "our life is the time allotted to us on earth, and our task is to make the best use of it." Through the foregoing on the importance of time, this study came to address the degree of possession of time management skills among male and female principals at Irbid Qasabah schools, from the teachers' viewpoints.

Problem Statement

The problem of this research was represented by answering the following questions:

1. To what degree do school principals in Irbid Qasabah possess time management skills as perceived by teachers?
2. Are there statistically significant differences at the significance level ($\alpha \geq 0.05$) between the responses of the participants on the degree of practising the time management skill among school principals due to (gender, years of experience, and educational qualification)?

Study Objectives

1. To identify the degree to which school principals possess the skill of time management from their point of view.
2. To identify the effect of the variables (gender, educational qualification, years of experience) on the participant's responses to the tool that was developed for the study .

Study significance

The study's findings and recommendations acquire significance because they will assist in establishing a foundation upon which the responsible authorities can base their assessment of the need for appropriate training for these schools' principals to improve their time management skills and to train staff members in light of current trends and the growing importance of time management that the world is currently experiencing. The study will also provide theoretical literature related to the topic of time management and enrich the local and regional literature with a new outcome on this area. The findings of this study are believed to be helpful in planning training sessions for school principals to teach them how to manage and distribute time in a way that benefits the educational process. Additionally, it is hoped that the findings of this study would help Ministry of Education authorities select the best principal with outstanding time management skills.

Study limits and delimitations

The results of this study are limited by the following:

1. Objective limits: the degree of possession of time management skills among male and female principals at Irbid Qasabah schools from the teachers' viewpoint.
2. Spatial limits: This study was applied in the schools at Irbid Qasabah.
3. Human limits: - The study sample was limited to teachers at Irbid Qasabah schools.
4. Time limits: This study was carried out in the second semester of the academic year 2021/2022

Study Terminology

School Principal: It is defined by Al-Omari (1992) as an educational leader and supervisor who operates and organizes the school and provides the facilities and capabilities to achieve the school's goals emanating from the philosophy of education and its goals in his community."

Time: The school is in session during these hours. Arabiyat (2001) defines it as "the time between eight in the morning and three in the afternoon every day, except weekends and official holidays." Given this description, the researcher classified it operationally, as the period designated for seven working hours, which is between seven in the morning and two in the afternoon, except for official holidays.

Time management: It is defined by (BOON, 1992) as the process of properly allocating time among various tasks to accomplish them in a timely and appropriate manner.

School time management: It is defined by (Mustafa 2002) as the effective use of time during the practice of administrative and technical operations, and the attainment of educational goals anticipated from the school during a specified time.

Theoretical framework and previous studies

This section deals with a review of the theoretical literature on the subject of time management, as well as the most prominent previous studies that dealt with the subject of the study. In addition to identifying the methods and procedures adopted by these studies and their results. Time, as it is universally assumed, represents the time-space in which tasks and activities are carried out. It is valuable because it cannot be kept, cannot be regained, is equally distributed among people, and is a limited resource.

Types of time

Types of time can be illustrated as follows:

1. Creative time
It is the time invested in planning, organizing, and thinking in order to comprehend and handle situations as well as to work to discover time wasters, create solutions for them, and establish the priorities that must be met.
2. The preparation time:
It symbolizes the time before beginning work and the period spent gathering knowledge and facts in preparation for work. Attention must be paid to this type of activity by allotting the necessary time so that it can supply the fundamental inputs for work.
3. Production time
The amount of time it takes to carry out and finish the job that was planned throughout the creative and preparatory phase is what it symbolizes.
4. Indirect or general time
It is the time in which general sub-activities are carried out that have an impact on the future of the organization and its relations with other organizations (Battah, 2015).

Time management skills

Good time management requires a set of skills which are:

1. Planning and setting goals, including setting a daily, annual and monthly plan for activities, setting goals, and utilizing free time.
2. Good organization and prioritization entail categorizing jobs according to their importance, dividing labour across the days of the week, and refraining from working on multiple projects at once.
3. Execution: It entails carrying out academic activities effectively, adhering to deadlines, adapting the plan in light of the situation, carrying out the tasks independently, and selecting the best tools for implementation.
4. Monitoring and follow-up, include monitoring how tasks are being completed, identifying what led to success or failure, praising the performer when they succeed, and using failure as a springboard for success.

Time wasters

Many institutions, agencies, or government entities in developing nations waste a lot of time, whether on purpose or accidentally, due to the manager's lack of certain skills that allow him to effectively manage time and utilize it, or as a result of certain conditions, factors, and unforeseen events like visits and unexpected visitors Phone calls, scheduled and unscheduled meetings, crises, a lack of priority goals, completion deadlines, ineffective delegation, etc. And the organization's failure to accomplish its intended goals is due to the manager's failure to rationalize time management (Ahmed & Hafez, 2003).

Previous Studies

Studies and research related to the subject of the degree of time management skills among school principals were reviewed, through research in periodicals, scientific summaries and university theses. It was found that several studies have been researched on this subject, and the following is an overview of some of them, arranged chronologically from the oldest to the most recent:

Türkiye, Dalli (2014) conducted a study that aimed to reveal the impact of university students' time management skills on the level of their academic achievement and life satisfaction. The study sample consisted of (550) university students, including (308) females, (and 242) males, their ages ranged between (19-32) years. To achieve the objective of the study, the (time management) scale was applied, which is a scale consisting of (35) items, and the life satisfaction scale consisting of (4) open questions. to access the study results. A positive and significant correlation between the student's possession of time management skills and life satisfaction and level of achievement was evident. It was found that females are better at managing time than males, and there are statistically significant differences in the impact of time management on achievement and life satisfaction for those over (26) years old.

Shuaibat's (2018) study aimed to identify the reality of administrative empowerment among the principals of Ramallah and Al-Bireh schools, as seen by the principals. The study population consisted of all male and female principals of public and private schools and UNRWA schools (n = 244) principals who were chosen by a stratified random sampling method according to the study variables. To achieve the objectives of the study, the researcher developed a questionnaire

consisting of (40) items, divided into five axes. The validity and reliability of the questionnaire were verified. The findings showed that the reality of administrative empowerment among the principals of Ramallah and Al-Bireh governorate schools, as seen by the principals themselves, was at a high degree, on the total degree, and with an average of (76.3). It also showed that there were no statistically significant differences between the average estimates of the study sample members of the reality of administrative empowerment, due to the variables of the supervising authority, and the number of years of experience.

Al Muhairat's (2018) study sought to identify the level of time management of school principals in Amman Governorate from the primary, secondary and private school teachers' perspective in the academic year (2017-2018). A cluster random sample of school principals and a proportional stratified random sample of teachers were selected (n= 630) male and female teachers. The results showed that the level of time management among the respondents was moderate, and there were statistically significant differences in the level of time management among school principals from the teachers' perspective, according to the supervisory authority, in favour of public schools, and favour of females concerning the gender variable. Statistically significant differences were revealed according to the variable of experience and educational qualification.

Reviewing earlier studies on time management has shown that there are a variety of themes and tools, as well as a variety of issues that they have addressed. Despite this, there is a significant and growing interest in the topic of the level of time management skill among principals of Irbid Qasabah schools from the teachers' point of view in the majority of the regions from where these surveys were obtained.

The major conclusions that were drawn are:

1. Time is an important element in the lives of individuals, and there are many causes for wasting time.
2. Most of the time school principals spend performing administrative work such as writing reports, answering phone calls and sending reports to the directorates of education.
3. There is a similarity between the current study and most of the previous studies (Shuaibat, 2018).
4. Previous studies have indicated strengthening the theoretical framework of this current study through the concept of time management, types of time, time management skills and waste of time.

Methods and Procedures

This section deals with the description of the study methods, sample, population, tool, the validity and reliability of the tool and procedures that the researcher followed in conducting this study.

Study Approach

The researcher employed the descriptive analytical method, through which the phenomenon under study is described, its data analysed, and the association between its components are shown.

Study population and sample

The study population consisted of all teachers in Irbid Qasabah Directorate (N=6534) during the second semester of the academic year (2021/2022). The study sample which counted (208) male and female teachers were selected randomly. Table (1) shows the distribution of the study sample.

Table (1)
The distribution of the study sample

Variables	Categories	N	Ratio
Gender	Male	97	46.6
	female	111	53.4
Academic qualification	Bachelor	152	73.1
	Postgraduate	56	26.9
Experience	< 5 yrs.	108	51.9
	5-10 yrs.	32	15.4
	> 10 yrs.	68	32.7
Total		208	100

Study tool

After reviewing the theoretical literature and previous studies on time management, such as the study (Shuaibat, 2018), a measure was developed to identify “the degree of possession of time management skill among school principals in Irbid Qasabah from the teachers’ viewpoint” consisting of (40) items. A five-point Likert scale was used (very high, high, medium, low, and very low) to respond to each item.

Tool validity and reliability

After designing the questionnaire in its initial form, it was presented to an experienced committee of (10) specialized and experienced faculty members in the departments of the colleges of education in Jordanian universities. They were asked to evaluate the items' content quality and to share their views on the linguistic formulation and its integrity, the item's suitability for the field into which it fell, the linguistic accuracy, as well as any other opinions they may have felt was appropriate, whether by deletion, addition, or merging. All the required modification was made. They were accepted by 80% of the committee.

To verify the reliability of the study tool, the reliability coefficients were calculated for it, in two ways: the first method was the test and retest method. It was applied to a pilot sample from outside the study sample, which counted (23) teachers, by applying it twice, with an interval of two weeks between the first application and

the second one. Pearson's correlation coefficients were calculated between the results of the two applications, where the value of the correlation coefficient was (0.88). As for the second method, Cronbach's alpha method was used to identify the internal consistency of the items, where the value of the reliability coefficient was (0.89), which are acceptable value.

Tool Correction

A 5-Likert scale was used to specify the level of the respondent's agreement with a statement in five points: very high (5), high (4), medium (3), low, and very low. The following statistical grading was used to distribute the arithmetic averages, according to the following equation:

To determine the maximum and minimum length of the 5-point Likert scale, the range is calculated by $(5 - 1 = 4)$ and then divided by the greatest value 5 $(4 \div 5) = 0.80$). The lowest value in the scale (1) was added to identify the maximum of this range. The length of the cells is determined below:

- From 1 to 1.80 represents (very low).
- From 1.81 to 2.60 represents (low).
- From 2.61 to 3.40 represents (medium).
- From 3.41 to 4.20 represents (high).
- From 4.21 to 5.00 represents (very high).

Study variable

The independent variables include

- Gender: (male and female).
- Academic qualification: (Bachelor's, Postgraduate).
- Experience: (less than 5 years, 5-10 years, 10 years or more).

Dependent variable

The degree of possession of time management skills among school principals in Irbid Qasabah.

Procedures

The study followed the following procedures:

1. Designing the study tool.
2. Presenting the tool to an experienced committee from the faculty members of the departments of the colleges of education in Jordanian universities.
3. Approving the final form of the tool.
4. Determining the study sample.
5. Administrating the questionnaire to the participants.
6. (225) questionnaires were distributed within a week, (208) questionnaires were retrieved, and when reviewed, the data were complete, so they were all subjected to statistical analysis.
7. After the completion of the study, the data was stored on the computer.

8. Appropriate statistical processing of the data was performed using the (SPSS) program to obtain the results.
9. The study questions were answered by presenting, analysing and discussing the results in light of the theoretical literature and previous studies.

Statistical analysis

The researcher used the following statistical analyses:

1. Arithmetic means and standard deviations.
2. MANOVA test.

Findings and Discussion

This section includes a presentation of the results and their discussion.

Findings of the first question

To what degree do school principals in Irbid Qasabah possess time management skills as perceived by teachers?

To answer this question, the arithmetic means and standard deviations of the participant's responses on the measure were computed as shown in Table (2).

Table (2)
Means and standard deviations of the participant's responses on the measure

Rank	N	Items	Mean*	Std.	Degree
1	2	Eagers provide all the resources—both human and material—necessary to carry out a particular program.	4.31	.940	Very high
2	20	Runs the teachers' council sessions under a timed agenda.	4.30	.710	Very high
3	19	Depends on making choices based on getting enough information on time.	4.28	.800	Very high
4	30	Fulfils everyday obligations in accordance with their priorities.	4.26	.770	Very high
5	7	Avoids receiving friends during working hours.	4.25	.750	Very high
6	3	Collects similar activities to be carried out simultaneously.	4.21	.840	Very high
7	16	Sets daily, weekly, and yearly plans.	4.15	.850	high
7	24	keeps a regular schedule for scheduling appointments.	4.15	1.01	high
9	28	Starts implementing administrative plans early to be completed on time	4.10	.870	high
10	4	Arrives at the workplace on time for the start of the official working hours	4.01	.810	high
11	29	Completes all work completely and accurately according to what is scheduled in his plan	3.98	.890	high
12	34	The school secretary is authorized to set the principal's official appointments	3.96	.960	high
13	32	Keeps a daily log of daily activities	3.94	.910	high

Rank	N	Items	Mean*	Std.	Degree
14	31	Schedules the official working time into time categories so that it is accomplished every	3.90	.990	high
15	35	Specific mission period	3.86	.970	high
16	13	Limits the time allotted to meet surprise visitors	3.82	1.00	high
17	8	Organizes classroom orientation visits for teachers at certain times	3.78	.960	high
18	5	Makes decisions on time	3.77	.920	high
19	33	Focuses on completing one task at a time	3.69	1.10	high
20	14	Stays in his office during office hours	3.61	1.17	high
21	12	Supervises the daily cleanliness of school buildings	3.56	1.16	high
22	10	Devotes some of his time to planning his work every day	3.54	1.10	high
23	23	keens to develop teachers professionally according to specific timetables	3.49	1.21	high
24	22	Follows the progress of teaching according to the daily lesson program	3.48	1.15	high
25	18	Executes the required work on time	3.47	1.12	high
26	15	Arranges his goals in time, taking into account their priorities	3.46	1.08	high
27	17	Prepares a daily to-do list and arranges it according to its importance	3.45	1.22	high
28	1	Devotes enough time to think about the business that is taking place in the near future	3.39	.960	medium
29	25	Delegates the assistant manager to do some work	3.38	1.14	medium
30	36	Strictly adheres to agenda items for pre-planned meetings	3.37	.940	medium
31	37	Ensures that meetings start and end on time	3.35	1.01	medium
32	6	Avoids investing his work time away from self-interest	3.30	.960	medium
32	21	Sets a deadline for completing the work	3.30	1.14 9	medium
32	38	Allocates specific time to think about administrative matters whenever he needs to.	3.30	1.05	medium
32	39	Avoids long phone calls at work	3.30	1.06	medium
36	27	Devotes part of the daily official working time to unprogrammed meetings with parents	3.19	1.15	medium
37	11	Spends enough time on students' academic and social problems	3.15	1.16	medium
38	26	Accomplishes the most important tasks at the beginning of the shift.	3.05	1.08	medium
39	9	Avoids doing some private work at the expense of working time	2.95	1.21	medium
40	40	Visits the classes to follow up on the teachers' work to evaluate them according to a timetable	2.83	1.11	medium
Measure			3.67	.630	high

* Highest score (5).

Table (2) illustrates the results of the means and the standard deviations of the participant's responses on the measure (1-40). Statement (2) reads "Eager to provide all the resources—both human and material—necessary to carry out a

particular program.” Topped the measure with an arithmetic mean (4.321) and a standard deviation (0.94), and it came to a very high degree. Statement (20) which reads “Runs the teachers' council sessions under a timed agenda.” is in second place with an arithmetic mean (4.30) and a standard deviation (0.90) and to a very high degree. Statement (40) which stipulated “Visits the classes to follow up on the teachers' work to evaluate them according to a timetable,” ranked last with a mean of (2.83) and a standard deviation of 1.11 and a medium degree. The overall mean of the participant's responses on the measure of the degree of possession of the time management skill among school principals in Irbid Qasabah from the teachers' viewpoint was (3.67) with a standard deviation of 0.63 and to a high degree.

Findings of the second question

Are there statistically significant differences at the significance level ($\alpha \geq 0.05$) between the responses of the participants on the degree of possession the time management skill among school principals due to (gender, years of experience, and educational qualification)? To answer this question, means and standard deviations of the participant's responses on the measure of time management skill for school principals in Irbid Qasabah were calculated from the teachers' viewpoint by the study variables: gender variable (males and females), the educational qualification variable (Bachelor's, postgraduate studies), and the experience variable (less than 5 years, 5-10 years, more than 10 years). The results are shown in Table (3).

Table (3)
Means and standard deviations of the participants' responses by the study variables

Variable	Category		Degree of time management possession
Gender	male N=97	Mean	3.51
		Std.	0.71
	Female N=111	Mean	3.80
		Std.	0.52
Academic qualification	BA 152 N=152	Mean	3.66
		Std.	0.63
	Postgraduate N=56	Mean	3.68
		Std.	0.63
Experience	<5 yrs. N=108	Mean	3.76
		Std.	0.60
	5-10 yrs. N=32	Mean	3.45
		Std.	0.68
	10 yrs. N=6868	Mean	3.62
		Std.	0.65

Table (3) exhibited significant differences between the means estimates of the participants on the degree of possession of time management skills among school

principals in Irbid Qasabah from the teachers' viewpoint according to the independent variables (gender, academic qualification and experience). To reveal the significance of these differences in arithmetic means, a three-way ANOVA analysis of variance test was used. The results were shown in Table (4).

Table (4)
The results of the 3-way ANOVA test

Variables	SS	DF	MS	F-value	Sig
Gender	4.178	1	4.178	11.237	0.001*
Academic qualification	0.408	1	0.408	1.097	0.296
Experience	2.221	2	1.111	2.987	0.059
Error	75.479	203	0.372		
total	2876.363	208			

* Statistically significant at the level of statistical significance ($\alpha \leq 0.05$)

Table (4) shows that:

1. There are statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) between the means estimates of respondents on the measure of possession of time management skills among principals and principals of schools in Irbid Qasabah from the teachers' viewpoint, due to the gender variable, where females outperformed males.
2. There are no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) between the means responses of the respondents on the measure of the degree of possession of time management skills among school principals in Irbid Qasabah district from the teachers' point of view, due to the educational qualification variable.
3. There are no statistically significant differences at the level of statistical significance ($\alpha \leq 0.05$) between the means responses of the respondents on the measure of the degree of possession of time management skills among principals and principals of schools in Irbid Qasabah district from the teachers' point of view due to the variable of experience.

Recommendations

Considering the findings of the study, the researcher recommended the following:

1. Developing time management skills according to advanced global models.
2. Inclusion of time management skills in curricula.
3. Holding training courses for school principals specifically in the field of time management.
4. Conduct further studies on time management.

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