

## **The Effectiveness Of An Instructional Program In Developing Time Management For Phd Students In Leadership And Educational Administration At Hebron University (Experimental Study)**

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### **Abstract:**

*The current study aimed at investigating the effectiveness of an instructional program in developing time management skills for Ph.D. students in Leadership and Educational Administration at Hebron University. The study incorporated the experimental method with a single group design of 30 students. The assessment included measurement of time management skills, in addition to implementing the instructional program. The results revealed significant differences in both pre and posttest scale of time management skills, which was in favor of the posttest measurement. The instructional program showed effectiveness in enhancing time management skills among students. Additionally, there were no statistically significant differences in the effectiveness of the instructional program in developing time management skills due to gender and place of residence variables.*

### **Introduction:**

Time is a valuable asset that must be maximized to its fullest extent, constituting one of the most crucial elements for carrying out tasks and activities. The volume of work an individual can accomplish is contingent upon the time allocated for their completion. It falls upon the individual to attain their objectives and fulfill their needs. The success of an individual largely hinges on their mastery of time management skills and their application thereof. Time is a scarce commodity; despite its continuous availability, it cannot be hoarded, saved, or replenished once it passes irretrievably. Yet, regrettably, it is often treated as if it holds little worth.

An old adage asserts, "Unless you evaluate yourself, you cannot evaluate your time, and unless you evaluate your time, you cannot accomplish anything" (Restogi, 2009). Consequently, effective time management facilitates self-management and enhances performance. Thus, time assumes paramount importance among the evaluation criteria and indicators in this context. The success or failure in achieving goals directly correlates with adherence to allocated time limits and the ability to seamlessly transition from one task to another according to a predetermined chronological sequence (Tarawneh & Al-Mabslat, 2012). As described by Robert (2007), time can be likened to a malleable substance that molds to serve our goals. To harness its benefits, we must deliberate on how to utilize it effectively and strive to do so. Time management transcends organizational and business contexts; it is a universal process that impacts individuals of all ages and professional backgrounds. Its significance extends beyond mere scheduling to encompass all facets of

life activities. Hence, the practice of time management holds particular importance for students. This is emphasized by the findings of a study conducted by Al-Tazi and Al-Quraan (2017), which demonstrated a positive correlation between students' proficiency in time management and their academic performance.

**Statement of the problem:** Al Marei and Kadi (2016) emphasized that students' utilization of time is essential for acquiring knowledge, refining experiences and skills, enhancing decision-making abilities, fostering self-reliance and responsibility, and ultimately bolstering self-control and self-confidence to set priorities and goals. Other studies, such as those by Al-Humairi (2009), Al-Marei and Kadi (2016), and Al-Dakheel, Jamal Al-Lyal, and Zaghoul (2017), have highlighted that students often neglect the importance of time management compared to organizational plans and management. Many students fail to prioritize organizing their time effectively, and even those who plan to do so often struggle to implement their plans. Consequently, the crux of the issue lies in the lack of awareness among Ph.D. students in leadership and educational administration regarding the significance of time management and its efficacy in achieving desired goals.

In light of the aforementioned insights into the importance of time management, this study aims to investigate the effectiveness of an instructional program in developing time management skills among Ph.D. students in leadership and educational administration at Hebron University. This program aims to instill the necessity of managing time efficiently and making optimal use of it. It is imperative for students aspiring to succeed and attain a high status to allocate their time judiciously and treat it as a valuable resource that must be invested wisely to achieve desired outcomes, as articulated by Al-Tarawneh and Mbaslat (2012). Recognizing the significance of time and its management, this study endeavors to assist Ph.D. students in leadership and educational management at Hebron University in cultivating effective time management practices, optimizing time usage, and fostering positive attitudes toward time and its management.

The study's overarching aim is not merely to possess time but to comprehend how to utilize it effectively. To this end, the study seeks to address the following questions:

1. What is the effectiveness of the instructional program in developing the skills of time management among PhD students in leadership and educational administration at Hebron University?
2. Are there any statistically significant differences in the effectiveness of the instructional program in developing the skills of time management among PhD students in leadership and educational administration at Hebron University due to the variables of gender and place of residence?

#### **Hypotheses of the study:**

1. There are no statistical differences at the level of significance ( $\alpha 05$ ) in the average estimates of PhD students in leadership and educational administration at Hebron University due to the effectiveness of the instructional program in developing the skill of time management.
2. There are no statistical differences at the level of significance ( $\alpha \leq 0.05$ ) in the average estimates of PhD students in leadership and educational administration at Hebron University based on the effectiveness of the instructional program in developing the skill of time management due to the variables gender and place of residence.

**Purpose of the study:** The study aims at identifying the following objectives:

1. The effectiveness of the instructional program in developing the skills of time management among the PhD students in leadership and Educational Administration at Hebron University.
2. Whether there are differences between the average estimates of PhD students in leadership and Educational Administration at Hebron University based on the effectiveness of the instructional program in developing the skill of time management due to the variables gender and place of residence.

**Significance of the study:** This study derives its importance from the following:

1. The significance of managing time efficiently and effectively to attain goals is underscored by students' understanding of how to properly manage their time, thereby ensuring the attainment of optimal outcomes.
2. The paucity of studies concerning time management among university students, particularly Ph.D. students, underscores the significance of this study as a contribution to expanding scientific knowledge in the realm of time management. Moreover, it serves as a compelling impetus for further research in diverse environments.

**Theoretical framework:**

The literature in the field of time and its management has reached a consensus that there is no specific and universally agreed-upon definition of time. This ambiguity stems from the multitude of time types and its interconnectedness with all aspects of life and various fields and phenomena. Consequently, researchers and writers have presented diverse perspectives in their attempts to define time (Al-Galabi, 2017).

Time management is conceptualized as the art and science of utilizing time rationally, encompassing the effective investment of time through a process rooted in planning, organizing, coordinating, motivating, and concurrently executing quantitative and qualitative tasks. This process is forward-looking, not dwelling on the past or solely focusing on the present, but primarily directed towards future objectives. Time management constitutes a continuous process involving the analysis and evaluation of tasks undertaken by an individual over a specific timeframe, aimed at regulating the available time to achieve predetermined goals (Hammadi, 2014).

Abdul-Jabbar et al. (2012) highlight the importance of studying time management in terms of effectively utilizing time and minimizing unproductive periods, thereby enhancing productivity within specified work durations. They assert that time management behaviors correlate with career success, indicating an individual's capability to achieve desired outcomes.

Numerous researchers have shown interest in investigating time management and its significance. For instance, Jdouali and Mahadawi (2021) conducted a study to explore gender and specialization-based differences in time management among university students. The findings revealed statistically significant disparities in time management based on gender, favoring females, while no significant differences were observed based on specialization (literary or scientific).

Additionally, Dhamani (2021) conducted a study to assess the effectiveness of a proposed program aimed at enhancing time management skills and its impact on the quality of school life. The study included a sample of 90 students and employed a quasi-experimental approach along with a time management measurement tool. The results indicated statistically significant differences between the average scores of the

experimental group before and after the implementation of the program on the time management scale.

In a similar vein, Abdul Alim (2021) conducted a study to examine the impact of a time management strategies program on the performance of managers in subsistence and sustainable development institutions. Employing an experimental approach, the researcher divided participants into experimental and control groups, comprising a sample of 25 female managers. Pre- and post-experiment assessments were administered to both groups, with an indicative program implemented solely for the experimental group. The findings indicated that implementing time strategies to enhance the practices of directors in subsistence institutions yielded positive outcomes.

Another study by Al-Ghamri (2018) aimed to assess the effectiveness of a group guidance program utilizing time management skills and self-efficacy among students at the Faculty of Applied Sciences. Employing the experimental method with 11 students, the study revealed significant differences in time management dimensions and self-perceived efficacy following the implementation of the program. Additionally, gender did not influence pre- or post-scale measurements of time management, but significant gender-related differences were observed in self-efficacy post-measurements.

Rahami and Mardini (2014) conducted a study to explore students' perspectives on time management in terms of planning, organization, guidance, and control, and its impact on academic achievement. Involving 300 students, the study found a statistically significant positive relationship between time management and academic performance. Moreover, no differences were observed based on gender, age, school level, residence, or college regarding time management.

Hami (2012) investigated the impact of an instructional program on the development of time management skills among female sports players in Dohuk province. Using the experimental method with two groups exposed to the instructional program, the study included 45 players. Results indicated a positive influence of the instructional program on enhancing time management skills.

In another study, Wu and Passerine (2013) explored individuals' perspectives on time and time management strategies employed by specialists in an academic institution in the United States to accomplish daily tasks. Conducting interviews with 20 individuals via video, content analysis revealed that effective time management strategies positively impact organizational productivity.

Lastly, Hafner and Stock (2010) investigated the effects of training on time management and work performance. Testing 711 employees, the researchers divided them into an experimental group (35) receiving training and a control group (36) awaiting training. The results showed no significant impact of training on time management across all performance indicators.

**Commenting on the previous studies:** The previous studies were utilized to reinforce the theoretical framework with researchers' perspectives on the topic of time management. The researcher drew upon these previous studies to construct study tools and to compare the results of the current study, showcasing levels of agreement and divergence.

#### **Methodology and procedures of the study:**

**Study approach:** The researcher employed an experimental approach to assess the impact of the instructional program designed to enhance time management skills among Ph.D. students in Leadership and Educational Administration at Hebron University.

**Population of the study:** The study consists of 30 PhD students who study leadership and Educational Administration course at Hebron University students.

**Experimental design:** A one-group design was utilized, involving a pre-test conducted on the group followed by a post-test to compare the time management skills of the participants before and after the program implementation.

#### **Study Tools:**

##### **Instructional program:**

**Validity of the program:** The program was initially presented to 10 experts specializing in the field of educational administration to solicit their feedback on the appropriateness of the program content, the clarity of each activity's procedures and goal attainment, as well as the adequacy of training for each activity and the soundness of the objectives. Subsequently, based on their input, the program was revised and finalized to ensure that the consensus among the panel of experts exceeded 80% regarding the instructional program.

**Program sessions:** The instructional program comprises eleven time management sessions, with sessions (1) and (10) serving as introductory and evaluation sessions, respectively. These sessions were conducted weekly, as illustrated in Table (1).

**Table (1) shows the instructional sessions**

No.	Session	Theme of the session	Time of session
1	Preliminary	Opening and acquaintance	40 minutes
2	The first	The concept of time and its significance	40 minutes
3	Second	Time types and methods of analysis	40 minutes
4	Third	Time Planning	40 minutes
5	Fourth	Organization of time	40 minutes
6	Five	Skills and methods of time management	40 minutes
7	Six	Obstacles obstruct time management	40 minutes
8	Seven	Implementation of time management	40 minutes
9	Eight	Direction of time management	40 minutes
10	Ninth	Control of time management	40 minutes
11	Tenth	Evaluation of the program by the participants	40 minutes

**Time management scale:** After reviewing theoretical literature and previous studies on the topic of time management, the researcher opted to utilize the time management scale developed by Masoudi Hanan (2016). The scale consisted of 23 items, categorized into four domains: time planning (6 items), time organization (5 items), time guidance (6 items), and time control (6 items).

**Validity of the scale:** The scale underwent review by 10 specialists in educational administration to gather their observations and assess the relevance of the study's subject matter, the appropriateness of each item, its alignment with the respective field, and the effectiveness of the questionnaire items in achieving their intended purpose. A 5-point Likert scale was utilized, ranging from 5 (very high) to 1 (very low).

**The reliability of the scale:** The researcher employed the re-testing method as a measure for the study. The scale was initially administered to a purposive sample of 10 students, and then the retesting scale was repeated on the same sample two weeks after the initial application. To ascertain the reliability of the scale, the Pearson correlation coefficient was utilized, and stability coefficients were calculated for each domain of the scale. Table 2 displays the coefficient values for time management, demonstrating high stability values.

**Table (2)**

Indicator	The correlation coefficient between the first and second application of the scale				
	Time Planning	Organization of time	Directing time	Control of time	Scale as a whole
Re-testing	0.92	0.93	0.91	0.91	0.97

**Implementation of tools:** The researcher conducted the main experiment during the period from 18/9/2023 to 10/11/2023 on the main research sample consisting of 30 students, so that the scale and program were applied according to the following steps:

**Pretest:** The test was applied to the experimental group of 30 students on September 16, 2023.

**Implementation of the Instructional Program:** The program commenced with an introductory session on September 18, 2023, and concluded with the closing session on November 10, 2023. Each session was conducted via Google Meeting at eight o'clock in the evening.

**Posttest:** The test was administered to the experimental group comprising 30 students on November 10, 2023.

**Results and discussion:** The results are presented in accordance with the study's questions and hypotheses.

**The first question:** What is the effectiveness of the instructional program in developing the skill of time management among PhD students in leadership and educational administration at Hebron University? Which emerges the following hypotheses:

**The first hypothesis:** There is no statistical significance at the ( $\alpha$  0.05) significance level between the mean ratings of Ph.D. students in Leadership and Educational Administration at Hebron University regarding the effectiveness of the instructional program in developing time management skills. To test this hypothesis, a paired-sample t-test (T-test) was conducted to assess the differences in mean ratings of Ph.D. students in Leadership and Educational Administration at Hebron University for the effectiveness of the instructional program in enhancing time management skills before and after the implementation. The results are summarized in Table (3).

**Table (3) shows the test results that indicate differences between groups in the pre-posttest.**

Measuring time management skills	No.	The arithmetic average	Standard deviation	The calculated value	Statistical significance	Eta squared $\eta^2$

Pre-Test	30	3.19	0.34	-8.53	0.012	0.71
Post-Test	30	4.09	0.21			

Table 3 illustrates statistically significant differences between groups, favoring the posttest measurement scale. This suggests that the instructional program has effectively influenced the development of time management skills. These findings align with Dahmani (2021), whose study also observed significant differences between the average scores of the experimental group before and after the implementation of a guiding program on time management. Similarly, Abdul Alim (2021) demonstrated the positive impact of a time management strategies program on enhancing the practices of female managers in subsistence institutions, while Hameh (2012) highlighted the beneficial effects of an instructional program on enhancing time management skills among female athletes in Dohuk governorate. However, it is noteworthy that these results contradict those of Hafner and Stock (2010), whose study found no significant impact of time management training on performance indicators.

**Second question:** Are there statistically significant differences in the effectiveness of the instructional program in developing the skills of time management among PhD students in leadership and educational administration at Hebron University due to the variables of gender and place of residence? Which emerges the following hypotheses:

The second hypothesis states: There are no statistically significant differences ( $\alpha \leq 0.05$ ) between the average ratings of Ph.D. students in Leadership and Educational Management at Hebron University regarding the effectiveness of the instructional program in developing time management skills, based on the gender variable. To test this hypothesis, a paired-sample t-test was employed to examine potential differences in the average ratings of Ph.D. students in Educational Management at Hebron University for the effectiveness of the instructional program in enhancing time management skills in the posttest, considering the gender variable. The results are presented in Table 4.

**Table (4) Test results that indicate differences between groups in posttest due to gender variable**

Measure/ Scale	Gender	No.	arithmetic average	Standard Deviation	Free Degree	T- Value	statistical significance
Posttest	M	14	4.20	0.29	28	0.756	0.19
	F	14	4.30	0.32			

Table (4) indicates that there are no statistically significant differences attributable to the gender variable in the posttest measurement. This suggests that the instructional program has been effective in developing time management skills for both males and females, encompassing aspects such as time planning, organization, guidance, and control. This finding is consistent with the study by Al-Ghafri (2018), which similarly found no differences in pre-posttest measures related to time management based on gender.

**The third hypothesis** posits that there are no statistically significant differences ( $\alpha \leq 0.05$ ) between the average ratings of Ph.D. students in Educational Management at Hebron University regarding the effectiveness of the instructional program in developing time management skills, based on the variable of residence place. To test this hypothesis, mean averages and standard deviations were calculated for Ph.D. students in Educational Management at Hebron University concerning the effectiveness of the instructional

program in enhancing time management skills in the posttest, considering the residence place variable. The results are presented in Table (5).

**Table (5)**

Place of residence	No.	Arithmetic Average	Standard Deviation
West Bank	10	3.99	0.34
Negev	12	4.03	0.38
Jerusalem	8	3.89	0.35

Table (5) reveals significant differences among the ratings of Ph.D. students in Educational Leadership and Administration at Hebron University regarding the effectiveness of the instructional program in developing time management skills in the post-test, attributable to the variable of place of residence. To ascertain the significance of these differences, a One-Way ANOVA was conducted, as displayed in Table (6).

Table (6) below presents the results of a One-Way analysis of variance test examining the ratings of Ph.D. students in Educational Leadership and Administration at Hebron University regarding the effectiveness of the instructional program in developing time management skills in the post-test, based on the variable of place of residence.

**Table (6)**

Scale	Source of Variance	Data Set	DF	mean square	F-Value	Statistical Significance
Posttest	Between groups	0.005	2	0.0025	0.067	0.751
	Within groups	1.307	28	0.037		
	Total	1.312	30			

Table (6) displays the F value for the total score, which amounted to 0.067, with a corresponding significance level of 0.751. This significance level is greater than or equal to the predetermined alpha level of ( $\alpha= 0.05$ ). Thus, there are no statistically significant differences among the ratings of Ph.D. students in Educational Leadership and Administration at Hebron University regarding the effectiveness of the instructional program in developing time management skills in the posttest, based on the variable of place of residence. This finding may be attributed to the efficacy of the program and the active participation of the participants, who share the same cultural background regardless of their place of residence. Consequently, they hold a similar perspective on time in terms of its importance, planning, organization, and implementation. These results are consistent with those of Al-Rahimi and Al-Mardini (2014), who similarly found no differences attributable to residence in terms of time management.

1. The university should foster a culture of time management and organization among its students.
2. Educational institutions, particularly schools, should offer training courses aimed at developing time management skills among students..



3. Universities should leverage instructional program management skills and implement them on a broader scale.

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