



The influence of teaching experience on the effectiveness of female teachers' time management during Physical Education lessons in selected Palestinian schools

La influencia de la experiencia docente en la eficacia de la gestión del tiempo por parte de las profesoras durante las clases de Educación Física en escuelas palestinas

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Abstract

Introduction: Time management skills are an important indicator of the level of school management, teachers, and students. Time management involves managing work schedules through planning, organizing, and prioritizing to achieve the goals of these institutions. Time is the most valuable asset that individuals and organizations understand, and everyone constantly strives to use time efficiently and effectively. Similarly, teachers and students in schools, colleges, and universities are also seeking ways to acquire, utilize, or improve their time management skills. **Objective:** This study investigates the influence of teaching experience on female teachers' effectiveness in managing time during physical education classes in selected Palestinian schools. It also examines whether years of experience yield differences in time management proficiency. **Methodology:** To achieve aims, the researchers adopted a descriptive analytical method design and employed a revised time management scale as the data collection instrument. The sample comprised 97 female teachers selected through stratified random sampling techniques. **Results:** The findings revealed a high level of time management effectiveness among participants, with a mean score of 4.12. Statistical analysis showed no significant differences in time management linked to teaching experience, with a p-value of 0.258.

Conclusions: Based on our findings, the researchers concluded that female teachers demonstrate a high level of competence in managing and utilizing time effectively during physical education classes. This indicates that effective time management in teaching does not depend solely on years of experience, highlighting the importance of training and basic teaching skills in ensuring productive and organized lessons.

Keywords

Time management; instructional efficiency; physical education class; palestinian schools.

Resumen

Introducción: Las habilidades de gestión del tiempo son un indicador importante del nivel de organización de las escuelas, los docentes y los estudiantes. La gestión del tiempo implica manejar los horarios de trabajo mediante la planificación, la organización y la priorización para alcanzar los objetivos de estas instituciones. El tiempo es el recurso más valioso que las personas y las organizaciones valoran, y todos se esfuerzan constantemente por utilizarlo de manera eficiente y efectiva. De manera similar, los docentes y estudiantes en escuelas, colegios y universidades también buscan maneras de adquirir, utilizar o mejorar sus habilidades de gestión del tiempo. **Objetivo:** Este estudio investiga la influencia de la experiencia docente en la efectividad de las profesoras en la gestión del tiempo durante las clases de educación física en escuelas seleccionadas de Palestina. También examina si los años de experiencia generan diferencias en la competencia en gestión del tiempo.

Metodología: Para alcanzar los objetivos, los investigadores adoptaron un diseño de método descriptivo-analítico y emplearon una escala revisada de gestión del tiempo como instrumento de recolección de datos. La muestra estuvo compuesta por 97 profesoras seleccionadas mediante técnicas de muestreo aleatorio estratificado.

Resultados: Los hallazgos revelaron un alto nivel de efectividad en la gestión del tiempo entre las participantes, con un puntaje promedio de 4,12. El análisis estadístico no mostró diferencias significativas en la gestión del tiempo relacionadas con la experiencia docente, con un valor p de 0,258.

Conclusiones: Basándose en los hallazgos, los investigadores concluyeron que las profesoras demuestran un alto nivel de competencia en la gestión y utilización eficaz del tiempo durante las clases de educación física. Esto indica que la gestión efectiva del tiempo en la enseñanza no depende únicamente de los años de experiencia, destacando la importancia de la capacitación y de las habilidades docentes básicas para garantizar clases productivas y organizadas.

Palabras clave

Gestión del tiempo; eficiencia instruccional; clase de educación física; escuelas palestinas.



Introduction

Educational institutions continuously strive to enhance their competitive position by seriously working to develop and update all their systems. This has imposed a new role on them to be able to meet the requirements of the era of knowledge and technology. No educational institution can aim to improve the quality and efficiency of its systems without empowering teachers with the latest developments, as the services and academic competence provided by teachers directly impact the institution itself. The teacher represents the fundamental pillar of the educational process, and the adequacy and quality of education largely depend on them.

Time management refers to the optimal use of time in performance and achievement. It involves managing work schedules with planning, organization, and advanced implementation to achieve the goals and objectives of organizations. Therefore, time is the most valuable asset available to individuals and organizations for understanding the process of managing it, as well as the individual's contribution to the success of personal and professional life. However, like any other asset, it can be wasted if not properly evaluated. (Sahito et al., 2016).

Time management skills are an important indicator of the management level of schools, teachers, and students. Therefore, many researchers have recently focused on investigating the time management problems faced by individuals in the workplace (Khan et al., 2020). Studies indicate that competent individuals usually possess effective time management skills. Consequently, everyone is constantly seeking ways to use time efficiently and effectively. Similarly, teachers and students in schools, colleges, and universities are also searching for ways to acquire, utilize, or enhance time management skills (Farrell, 2017).

The performance of physical education and sports science teachers, in particular, plays a significant role in preparing a generation capable of practicing sports. This is due to the teacher's educational performance behaviors and professional responsibilities, enabling them to achieve the highest academic and physical results among students. Thus, the teacher becomes an effective and productive tool in fulfilling their duties at the highest level to achieve the goals of the educational institution (Abdel Sattar, 2017).

The importance of the study lies in being one of the contemporary studies within its context, as it explores one of the most significant educational fields that contribute to the development and advancement of the culture of teaching staff. It also plays a role as a form of education in achieving educational objectives and fulfilling the ideals that convey the highest messages to society through the development of individuals and communities. The results of this study may provide insights into the effective time management's impact on the performance of female teachers during physical education classes in schools, thus establishing a foundation for other similar studies that build upon its findings in different sports-related fields. This study encompasses a set of terms that the researchers deems necessary to define and clarify in accordance with the context in which they are applied throughout the study, as outlined below: Time Management: It is the management of tasks and activities performed within a specific time frame, utilizing available resources to achieve goals, and striving to spend time effectively in the present while planning for its optimal utilization in the future (Adarba, 2006). Performance: A set of administrative behaviors related to an employee's execution of tasks and responsibilities, encompassing educational performance, job duties, and conduct, all aimed at working diligently and striving to meet expectations with great care (Hawamdeh & Fahdawi, 2002). Education: A set of practices, methods, and activities carried out by the physical education teacher to plan, implement, facilitate, and evaluate the teaching process during physical education classes in Palestinian schools. (Abutame et al., 2009; Abutame, 2011; Abutame, 2006, a). Physical Education Lesson: It is the cornerstone that represents the smallest educational unit within the curriculum designated for physical education for each grade level in Palestinian schools. (Abutame et al., 2009; Abutame, 2006, a). Physical Education Teacher: The professionally and academically qualified individual responsible for teaching physical education in Palestinian schools, both theoretically and practically, as well as supervising all internal and external school sports activities (Abutame, 2006, a).

Problem

The performance of teachers is a crucial aspect of human resource management, as paying attention to it contributes to achieving goals and enhancing the effectiveness and efficiency of teachers within educational institutions. No one can deny the importance of time management in any type of activity, as any deficiency in a teacher's ability to manage time can impact their performance and, consequently, the educational environment. Teachers are required to carry out numerous tasks and activities to create an effective learning environment. Proper time management, utilization, and optimization are among the most essential requirements of modern life, as the terms 'management' and 'time' are closely intertwined to form 'time management' (Khan et al., 2016). Furthermore, management involves processes designed to accomplish tasks efficiently, in a coordinated and organized manner, to achieve predefined goals using optimal methods and minimal costs. Time is one of the organized resources available—whether human or material—that must be fully and effectively utilized. Time management is not exclusive to administrators; rather, everyone is required to manage their time effectively to maximize its benefits (Oudat et al., 2023). The researchers work in the field of physical education instruction, they have observed occasional shortcomings in the optimal use of time during physical education classes by female teachers. These shortcomings include how time is allocated across different parts of the lesson or how it is utilized and managed within various school sports activities. Hence, the idea of this study emerged from the researchers' belief that the fundamental problem of this research lies in how physical education teachers invest and distribute their time across all available activities to maximize its benefits, which in turn impacts performance efficiency and the quality of the lesson. Accordingly, the study problem revolves around the following: The impact of teaching experience on time management in physical education classes among female teachers in schools of Ramallah and Al-Bireh in Palestine.

Questions

1. What is the level of effectiveness of female teachers' time management during physical education lessons in selected Palestinian schools?
2. Are there any differences in the effectiveness of female teachers' time management during physical education lessons in selected Palestinian schools based on the variable of teaching experience?

Objectives

1. To investigate the effectiveness of female teachers' time management during physical education lessons in selected Palestinian schools.
2. To examine the differences in the effectiveness of female teachers' time management during physical education lessons in selected Palestinian schools based on the variable of teaching experience.

Method

The researchers employed the descriptive analytical method, as it aligns with the nature and objectives of the current study. This approach focuses on systematically and accurately describing phenomena, followed by the analysis of associated data in order to interpret findings and derive scientific conclusions. The method incorporates both quantitative and qualitative components: the quantitative aspect provides numerical data regarding the size, frequency, or correlation of the phenomenon with other variables, while the qualitative component examines the characteristics and behavioral patterns of the phenomenon in depth.

Participants

The study population consisted of all female physical education teachers working in both public and private schools, encompassing a range of academic qualifications (Diploma, Bachelor's, and postgraduate degrees), diverse levels of teaching experience, and various educational stages (lower basic, upper basic, and secondary levels). The researchers employed a comprehensive survey approach, distributing the research instrument to the entire population of female physical education teachers in schools under

the jurisdiction of the Ramallah and Al-Bireh Directorate in Palestine, totaling 117 teachers for the academic year 2023/2024. This number was obtained based on official data provided by the Planning Department at the Palestinian Ministry of Education.

The study sample was selected using a stratified random sampling method, consisting of 97 female teachers—approximately 83% of the original study population. The research was conducted during the second semester of the 2023/2024 academic year, with the questionnaire distributed to the study sample during the month of March. Table (1) outlines the demographic characteristics of the sample.

Table 1. Demographic Characteristics of the Sample (n=97)

Variable	Categories	Number	Ratio
Academic qualification	Diploma	44	%46
	Bachelor's	42	%43
	Postgraduate	11	%11
	Total	97	%100
Teaching experience	5 years or less	32	%33
	6- 15 years	28	%29
	More than 15 years	37	%38
	Total	97	%100
Teaching stage	Lower Basic	14	%15
	Higher Basic	42	%43
	Secondary	41	%42
	Total	97	%100
School type	Governmental	40	%60
	Especially	37	%37
	Total	97	%100

Procedure

Study Tool

The researchers utilized a modified time management scale that was employed in the studies of (Zaidalkilani & Abutame 2025; Khan et al. 2016; Abdel Sattar, 2017; and Ibrahim, 2020). The scale consisted of 39 items distributed across five domains: (time planning, time organization, time direction, time monitoring and evaluation, and priorities and goal setting). The study tool was adapted and tailored to align with the current study, and scientific procedures for validity and reliability were conducted. The reliability coefficient for the time management scale was 0.95. A five-point Likert Scale was used as the response measure for the items. For interpreting the results and determining the level of time management in physical education classes, the following assessment criteria were adopted: Low Level: 1.00 – 2.33, Moderate Level: 2.34 – 3.66, High Level: 3.67 – 5.00

Data analysis

Statistical Analysis Procedures

To analyze the collected data, the researchers utilized the Statistical Package for the Social Sciences (SPSS), applying the following statistical techniques:

- Arithmetic means and percentages to address the first and second research questions.
- One-way Analysis of Variance (ANOVA) for more than two independent groups to examine the statistical significance of differences across time management domains and the overall score based on the teaching experience variable.
- Cronbach's Alpha equation to assess the reliability of the instrument.

Results

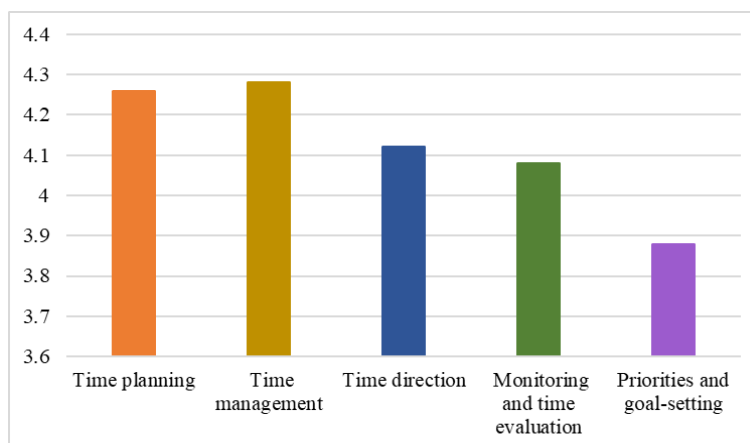
I: What is the level of effectiveness of female teachers' time management during physical education lessons in selected Palestinian schools? Table (2) and Figure (1) illustrate the ranking of domains according to their level



Table 2. Ranking of Time Management Domains and the Total Score (N = 97)

Number	Rank P	Paragraphs	Average	Deviation	Level
1	2	Time planning	4.26	0.40	High
2	1	Time management	4.28	0.43	High
3	3	Time direction	4.12	0.53	High
4	4	Monitoring and time evaluation	4.08	0.47	High
5	5	Priorities and goal setting	3.88	0.44	High
#		Overall score	4.12	0.38	High

Figure 1. Levels of Time Management Domains



II: Are there any differences in the effectiveness of female teachers' time management during physical education lessons in selected Palestinian schools based on the variable of teaching experience? The results in Tables (3) and (4) illustrate this:

Table 3. Means and Standard Deviations of Time Management Domains and the Total Score Based on Years of Experience (N = 97)

No	Paragraphs	Level	Number	Average	Deviation
1	Time planning	5 years or less	32	4.33	0.42
		6-15 years	28	4.22	0.43
		15+ years	37	4.23	0.37
2	Time management	5 years or less	32	4.39	0.47
		6-15 years	28	4.20	0.39
		15+ years	37	4.25	0.41
3	Time Orientation	5 years or less	32	4.22	0.56
		6-15 years	28	4.05	0.60
		15+ years	37	4.10	0.45
4	Monitoring and evaluating time	5 years or less	32	4.21	0.51
		6-15 years	28	3.99	0.56
		15+ years	37	4.03	0.34
5	Prioritization and goal setting	5 years or less	32	3.90	0.49
		6-15 years	28	3.87	0.47
		15+ years	37	3.86	0.36
6	Overall score	5 years or less	32	4.21	0.44
		6-15 years	28	4.06	0.41
		15+ years	37	4.09	0.27

Maximum response score (5) *

The table (3) shows the presence of apparent differences in the management of time during physical education classes based on the variable of years of experience. To examine these differences, the results in table 4 illustrate this.

Table 4. Results of Testing the Significance Level of Differences in Time Management Domains and the Total Score Based on the Variable of Teaching Experience (N = 97)

No	Domains	Source of variation	Sum of squares	Degrees of freedom	Average of squares	Value(F)	Level Significance*
1	Time planning	between the groups	0.255	2	0.127	0.794	0.455
		Within groups	15.079	94	0.16		
		Total	15.334	96			
2	Time management	between the groups	0.6	2	0.3	1.684	0.191
		Within groups	16.744	94	0.178		
		Total	17.344	96			
3	Time Orientation	between the groups	0.501	2	0.25	0.886	0.416
		Within groups	26.558	94	0.283		
		Total	27.059	96			
4	Monitoring and evaluating time	between the groups	0.917	2	0.458	2.083	0.13
		Within groups	20.687	94	0.22		
		Total	21.604	96			
5	Prioritization and goal setting	between the groups	0.035	2	0.017	0.09	0.914
		Within groups	18.199	94	0.194		
		Total	18.234	96			
#	Overall score	between the groups	0.387	2	0.194	1.376	0.258
		Within groups	13.229	94	0.141		

* significant at the level ($\alpha \leq 0.05$)

Discussion

It is evident from Table (2) and Figure (1) that the overall level of time management is high 4.12, The levels of time management domains ranged between 3.88 and 4.28 , all within the high level Domain 2 "Time Organization" ranked first with 4.28, Domain 1 "Time Planning" came in second with 4.26, Domain 3 "Time Direction" ranked third with 4.12, Domain 4 "Time Monitoring and Evaluation" secured fourth place with 4.08, . Domain 5 "Priorities and Goal Setting" came in fifth with 3.88 These findings indicate that female teachers possess high competence and efficiency in managing and utilizing time effectively during physical education classes. The researchers interpret this result as an indication that the high level of time management and its domains can be attributed to the schools' administration prioritizing the organization of time necessary for performance. The structured execution of tasks by female teachers contributes to the schools' high efficiency.

Time organization plays a crucial role in completing a larger number of required activities, helping schools achieve excellence in performance. Proper time management significantly organizes educational tasks, ensuring their precise execution. The effectiveness of educational work in these schools is clearly reflected through efficient time management, which enables the administration to successfully accomplish preplanned objectives

School administration places a strong emphasis on establishing time management regulations from the beginning of the academic year, aiding in the structured organization of school activities and preventing disorder. Additionally, school management ensures that time planning is implemented as it directly contributes to the achievement of institutional goals through a comprehensive time management strategy. Schools also strive to execute required tasks with accuracy and success, reinforced by effective time management. Thus, female teachers recognize that time planning enhances daily focus on performance effectiveness and contributes to providing extra time for preparing task schedules, including proper time planning for the functions to be accomplished. Time planning is distinguished by its ability to align teachers' capabilities with executing a meticulously studied plan, reflecting the schools' administration's commitment to establishing plans as a fundamental phase and viewing objectives as a core pillar in implementing essential activities. Schools consistently prioritize time direction, which assists in managing responsibilities and tasks. Time direction also strengthens teachers' professional and knowledge skills, as their commitment to directing time fosters these abilities, enabling teachers to perform their tasks with high proficiency and efficiency. Additionally, school administration emphasizes time direction by comparing actual performance with planned performance, allowing them to anticipate potential challenges through these planning measures. This drives them to continue

Teachers in these schools focus their efforts on beneficial resources for schoolwork. School administration actively enhances task accomplishment capabilities within the framework of established rules and



regulations through time direction. Moreover, under time direction, school administrations study movements and timings to perform sections of the overall educational process. Therefore, time direction represents the optimal investment of teachers. Through the task of time monitoring, which involves comparing actual performance with planned performance to correct any deviation from proper conduct within schools, improvements in teacher performance become apparent. Particularly when time monitoring is self-regulated, it contributes to maintaining adherence to class schedules. Thus, achieving outstanding educational performance, especially when considering that time monitoring helps prevent any disruptions in the educational process within schools. The researchers believe that school administration prioritizes setting goals and determining priorities through time management, enabling them to accomplish required tasks efficiently. Moreover, the administration ensures that less critical tasks are delegated to female teachers, eliminating unnecessary procedures in their assignments. This encourages teachers to organize and schedule their work based on importance. Female teachers in Ramallah and Al-Bireh schools actively focus on setting priorities for their required tasks and defining objectives through mutual consultation. Additionally, they emphasize goal planning before initiating their work to ensure effective execution. This result aligns with the findings of the study by Zaidalkilani & Abutame (2025), which indicated that teachers' time management during physical education classes was high. It is also consistent with the study by Al-Khatib (2009), which found a significant impact of time management elements on enhancing employee performance. Similarly, the study by Al-Sulaihat & Al-Khawaldeh (2018) demonstrated the effectiveness of time management, while the study by Tweigat (2017) concluded that school principals' awareness of time management was high. Additionally, (Ibrahim, 2020) found that the overall time management score in performance was high, with time planning and direction being particularly strong. Furthermore, the study conducted by Oladipo & Oladejo (2018) established a strong correlation between all time management behavior indicators and teachers' job performance. This result differs from the findings of the study by Al-Anzi (2017) which concluded that the availability of mechanisms for time management among teachers of students with learning disabilities was at a moderate level, and the study by (Al-Qahtani, 2019) which found that the practices of female school principals in managing crisis operations were at a moderate level. Similarly, the study by (Saadi, 2020) revealed that the effectiveness of time management among principals in primary schools, from the teachers' perspective, was moderate. Furthermore, the study by (Alpturk, 2015) indicated that the level of time management among students was low, and the study by (Khan et al., 2015) found that the level of time management among school principals was moderate.

Table 4 indicates that there is no difference in the effectiveness of female teachers' time management in physical education classes in schools within Ramallah and Al-Bireh Governorate that can be attributed to the variable of teaching experience. This applies to the total score as well as all time management domains, as the significance level ranged between 0.13–0.914, which is greater than 0.05. The researchers believe that this stems from the Palestinian educational community's awareness of the importance of advancing the educational process. Significant efforts have been made to train and qualify physical education teachers through continuous development programs aimed at enhancing their competence and performance. Additionally, a modern physical education curriculum has been developed, considering Palestinian specificity and contemporary educational advancements.

The presence of a physical education teacher's guide serves as a crucial curriculum component, acting as a teaching intermediary and a primary instructional tool. Furthermore, the availability of sports facilities plays an essential role in ensuring the success of the educational process.

One of the key improvements is the replacement of traditional supervision methods (inspection) with a modern technical approach focused on assisting teachers in problem-solving, developing their capabilities, and enhancing their professional and personal competencies, all contributing to the achievement of school physical education objectives. These advancements have helped strengthen the fundamental base of school sports, namely the teacher. There are multiple approaches to improving general education, enhancing its quality, and meeting higher education standards regarding university graduates. Specialized academic departments in physical education at Palestinian colleges and universities have advanced their programs to better prepare physical education teachers. This aligns with the recommendations of (Abutame, 2006, b) in his study, which emphasized the importance of encouraging and investing in students' motivation to enroll in physical education departments, aiming to expand enrollment in the field as a professional specialization. The researchers also interpret this result as an indica-

tion that physical education teachers in schools have benefited from their experience in teaching students motor skills and both individual and team sports, according to the approved curriculum. They have also utilized the physical education teacher's guide as a reference. Additionally, teachers have gained expertise through mutual exchange, allowing them to conduct physical education classes effectively. Their accumulated teaching experience has contributed to time management, organization, monitoring, and prioritization of tasks, ultimately leading to positive student achievement in physical education and the acquisition of motor skills and various sports techniques. (Descoeudres, 2023) indicated that teaching experience contributes not only to effective time organization but also to managing psychological pressures during physical education lessons, thereby reducing distraction and enhancing time utilization. Bhosle et al. (2022) affirmed that more experienced female teachers demonstrate greater capacity for structured lesson planning, which positively impacts time management within the class. Similarly, Paswan (2022) noted that experienced female educators are better equipped to overcome instructional challenges through the skills they have acquired over time.

This result aligns with the findings of the study by (Zaidalkilani & Abutame, 2025), which concluded that there are no differences in the level of educational performance of female teachers in physical education classes attributed to teaching experience. Similarly, Al-Maaytah (2014) found that experience positively influences the level of time management among school principals. However, this result differs from the findings of (Al-Anzi, 2017) which indicated that there were no differences between the responses of sample participants regarding the availability of time management mechanisms across different levels of experience.

Summary of Findings

The study's findings indicate that female teachers in the selected schools demonstrate a high level of competence and effectiveness in managing and utilizing time during physical education classes, with a notable mean score of 4.12. Furthermore, the results reveal no statistically significant differences in the average responses regarding the effectiveness of time management in physical education classes attributable to the variable of teaching experience.

Conclusions

Female teachers possess a high ability to manage and utilize time effectively during physical education classes. Newly recruited teachers demonstrate a level of competence in time management that is equivalent to that of experienced teachers in executing physical education lessons.

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Conflicts of interest

Authors declare that no conflicts of interest.

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