

Attitude of School Leadership towards Time Management Skills: Based on Gender, Age, and Administrative Experience

1. Dr. Iqbal Amin Khan

(Lecturer in Department of Education, University of Malakand Chakdarra, Dir Lower)

E-mail:iqbalphd.scholar@yahoo.com Cell No: +923005660979 & 03474357125

2. Abid Khan,

PhD Scholar, Department of Management Science, Qurtuba University of Science and IT,

E-mail:phdabid@gmail.com

3. Dr. Munir Khan

(Assistant Professor in Department of Education, University of Malakand Chakdarra)

E-mail:munirkhan74@gmail.com

4. Rizwan Ullah,

PhD Scholar, Department of Management Science, Qurtuba University of Science and IT, E

mail:rizwanullah33@yahoo.com

ABSTRACT

The major purpose of educational management is to manage human, financial and physical resources to achieve the predetermined goals of school through maximum utilization of available resources. One of the important scarce resource which needs to be managed is the time. This paper investigates the attitude of secondary school leadership towards time management skills and also finds the effect of principal's gender, age and administrative experience on their time management skills. Quantitative research approach was used. The data was collected through a self-constructed questionnaire from 344 principals of seven divisional headquarter districts of Khyber Pakhtunkhwa (KP) province through survey method. The questionnaire had seven dimensions including attitude towards time, scheduling, short and long range planning, managing meetings, delegating authority and responsibility, establishing priorities, and handling interruptions specifically designed for this study to focus on achieving predetermined goals. Data were analyzed through frequency, percentage, mean, standard deviation and independent samples t-test. The time management skills level of secondary school principals were found above average level. The Results also indicated significant differences in principals' time management practices based on gender, age and length of administrative experience. Male principals' time management skills were found better than that of their female counterparts. Older and experienced school principals were found to be good time manager as compare to younger and less experienced ones. It was recommended that time management course should be included in pre-service and in-service trainings for school leadership to manage the school affairs efficiently and strive towards achievement of school goals.

Keywords: Attitude, School Leadership, Time Management Practices, Gender, Age, Experience.

INTRODUCTION

It is a universal truth that time is the scarcest resource in the world (Ojo & Olaniyan, 2008; Weldy, 1974), and if this scarce resource is not properly managed, one can't manage anything effectively (Grissom, Loeb, & Master, 2013) and school leadership is not free from that and needs to manage time for efficiently running school affairs (Grissom et al., 2013; Hausman, Nebeker, McCrear, & Donaldson, 2002; Marshall & Hooley, 2006; Shoho, & Oleszewski, 2012). Managing time effectively and efficiently is key attribute of successful school leadership (Farrell, 2017; Kouali & Pashiardis, 2015). Kouali and Pashiardis (2015) suggested that school leadership must rethink and reevaluate their time use decisions at school for routine wise activities. Sebastian, Camburn and Spillane (2017) mentioned nine major areas on which school principals spent their daily time including budgeting, physical plant, building community relationship, managing students affairs, handling human issues, managing relations with district officials, making plans, setting goals, focusing on professional growth and performing instructional leadership role. Hochbein, Dever, White, Mayger, and Gallagher (2017) rightly said that very few studies have intensively investigated that how school principals spend their time on various activities.

It is worth mentioning that school leaders, who manage their time effectively, can allocate proper time to instructional management in schools (Grissom, Loeb & Mitani, 2010). Ghamrawi & Al Jammal(2013) mentioned that secondary school principals lack basic time management skills. Fields and Egley (2005) proposed that lack of time management skills and organizational problems produce stress among school principals which in turn affect their family and work lives. Weldy (1974) acknowledged that "time for school managers is a resource, to be used effectively and efficiently. Good uses of time require self-understanding (individual preference), individual commitment, obedience, organization, and scheduling" (p. 5). Lyons (1993) mentioned the importance of time management for school leaders and pointed that school principals often face time management problem in performing administrative duties. Altun (2011) confirmed that most successful school leaders are in grip of time management problem.

There are numerous advantages of time management. It increases the employees work productivity, promotes performance, enhance achievement, increase job satisfaction among the employees, and reduces stress and anxiety (Claessens, Van Eerde, Rute, & Roe's, 2007; Britton & Tesser, 1991; Kearns & Gardiner, 2007; Gorden & Borken, 2014). Therefore, school leadership decisions about time use are vital as it has association with productivity (Robertson, 1999; Horng, Klasik, & Loeb, 2010). But the time management field has not got popularity in the educational writings and school leadership feel difficulty to manage their time efficiently and effectively (Liu, Rijmen, MacCann & Roberts, 2009; Kennedy, 2002). Barnt et al., (2012) stated that principals get frustrated because of performing multitask responsibilities like managing and completing paperwork, attending and organizing meetings, responding to high ups through writing letters, attending phone calls and trying to meet unrealistic deadlines.

To manage the business affairs smoothly, one has to give proper time to the organization requires (Kearns & Gardiner, 2007). Britton and Glynn (1989: 429) rightly stated “academically productive group typically have more things that they would like to perform, or require to do, than they have time”. This statement implies to the job of secondary school principals who have multi task and responsibilities to perform and needs to be equipped with time management skill to run school effectively, perform instructional leadership role, developing and maintaining relationships both at inside and outside the school, and communicate the voice and choice to the high up authority (Campbell & Williamson, 1991; Horng et al., 2010). To perform these activities efficiently and effectively school leadership needs to be equipped with time management skills and strategies. Effective utilization and managing time is one way to reach to goals.

In such occupations, becoming more industrious means discovering strategies to get done more known limited time capital. Managing one’s time more ably is one way to fulfill this goal. Claessens et al., (2007) rightly pointed out that time management can be defined as “behaviour that intends at achieving an efficient use of time while performing definite goal-directed activities” (p. 262). The findings of research on time management suggests that increasing time management ability guaranties achieving predetermined goals of the organization, identifying priorities, monitor progress and remained organized (Claessens et al., 2007).

The area of time management has got popularity from the last three decades and very few studies have been conducted on this important and scarce resource throughout the world. Many studies have recommended that school principals are in need of recognizing the ways to manage and use the available time effectively to reach towards organizational goals (e.g. Edwards, 1990; Larry 2004; Spillane, Camburn, & Pareja, 2007; Spillane & Hunt, 2010; Grissom et al, 2013; Kennedy, 2002). However in the local vicinity there is lacking of time management research. Therefore, to fill this gap the current study has been conducted on investigating the attitude of secondary school leadership towards time management and how principal’s gender, age, length of experience as principal and nature of school has any effect on principals’ time management practices in Pakistani context. This study, however, has focused on school principals in Khyber Pakhtunkhwa province.

LITERATURE REVIEW

In the words of Weldy (1974: vii) “time is limited. No individual has set up a way to create it, delay it, extend it, protect it, speed up it, or store up it. We talk metaphorically when we say we set aside, use up, or waste time”. There are numerous books having title of time management in which the focus is on improving ones’ time through practices like planning for future, establishing priorities, writing to-do lists, prioritizing things, getting training, managing meetings effectively and handling interruptions efficiently at workplace (e.g. Booth, 1997; Collis & Lebouf, 1995; Fontana, 1994; Mackenzie, 1997; Tracy, 2014) while avoiding practices like procrastination, stress, exhaustions and interruptions (Sherman, 1989). It is well established fact that there is a large amount of philosophical and metaphorical material

is available in which different techniques of time management have been discussed; however, there is shortage of empirical studies which have experimental validity and of real experiences of school principals regarding time management practices in school situation.

One of the major reason due to which researcher showed more interest in time management is increasing competition and focusing on quality and productivity throughout the world (Orlikowsky & Yates, 2002). In spite of time management importance, comparatively less numbers of studies have been conducted in the field of education to understand the concept of time management and the ways through which it can be efficiently and effectively utilized for achieving organizational goals (Claessens, Van Eerde, Rutte, & Roe, 2004). Chase et al., (2013) have recommended various effective strategies through which one can manage his time efficiently and effectively include setting realistic goals, prioritize tasks, optimize scheduling and planning, use team work approach, critically analyze situation, and effectively handling interruptions.

Through continuous time management assessment, school principals can identify the weak areas which need improvement. Time management also throws lights on qualitative instruction which is the possible only through increasing instructional time at school. Mullins (2005: 265) rightly pointed out as “whatever, the qualities or attributes of successful leaders are, or the qualities of subordinate employees are, one indispensable underlying principle is the efficient use of time”. Schriber and Gutek (1987) mentioned nine core areas of time management competencies through which employees can improve their performance and productivity and can achieve organizational goals which include regularity, avoiding procrastination, consciously using time, scheduling events, prioritizing tasks, proper allocation of time blocks for each activity, strictly following schedule, meeting deadlines, coordination and synchronization and personal autonomy of using time.

Many research studies and books on time management suggest that one can use his time efficiently and effectively by setting short-term and long-term realistic goals, making to-do lists, keeping time logs, scheduling, prioritizing tasks, and organize workplace (Chase et al., 2013; Claessens et al., 2007; Macan, 1994; Tracy, 2014). Britton and Tesser (1991) have recognized three important dimensions of time management which include positive attitude towards time, setting short-term and long-term planning. Macan et al., (1990) have focused on four major areas of time management which include setting goals and priorities, mechanics, preference for organization and perceived control of time. Robertson (1999) in his research identified six major practices through which school principals can manage their time for curricular and co-curricular activities include scheduling contacts, handling interruptions, managing paperwork, managing meetings, establishing priorities and delegating effectively.

Kauman (2004) found that individuals who come late to workplace constantly cannot manage their time effectively and efficiently. Proper planning is the important strategy through which one can effectively and efficiently manage one’s time and achieve one’s goals. Swart, Lombard and Jager (2010) found that well organized workplace, proper scheduling time, maintaining proper filing system, and regularly study are the factors which affect time utilization. Though schedule needs to be prioritized (Mancini, 2003) and one should stick to

schedule and try not to avoid it (Bittel, 1991). McCuen (1990) validated that scheduling is the most important factor of time management which reduces the chance of procrastination. It is noteworthy that scheduling or time planner must be prepared on prioritizing tasks, aligned with daily to-do list and try to be completed in urgency order (Forsyth, 1994; Amos, 1998; Swart et al., 2010).

Forsyth (1994) and Tracy (2004) mentioned that planning is one of the important characteristics and key for success of organization. Similarly, Amos (1998) and Swart et al., (2010) stated that a well outlined schedule is key of success for organization. Tracy (2014) has mentioned different skills through which organizational time can be managed which include writing plans, setting clear priorities, creating daily to-do list, determining key productive areas, staying on track, delegate simple and less important works to others, overcoming procrastination, focusing on single task, effective handling of interruptions, managing cell phones, and conducting meetings efficiently. Gorden and Borken (2014) have mentioned four unique principles which are necessary to manage time include setting short-term goals, prioritizing tasks on urgency basis, efficiently planning and organizing activities, and minimizing time wasters. In the same way, Kearns and Gardiner (2007) have recognized four major behaviours of highly effective and productive people on the basis of their studies conducted in the field of time management. These behaviours include having a clear purpose about task, planning and prioritizing tasks, avoid disruptions and distractions, and being organized. Tracy (2014) and Amos (1998) proposed that efficiently organizing filing system is an effective strategy for time management. Bittel (1991), Mancini (2003) and Tracy (2004) mentioned that employees are in continuous search to find the time which is more productive and in which their energy level is increased.

Researches on time management have proposed different strategies for school principals to manage their time for both academic and non-academic activities and be successful to achieve organizational goals. On the basis of above mentioned time management skills, techniques, strategies and practices, this study focused on six core areas of time management including planning and scheduling, managing meetings, delegating tasks to subordinates, managing paperwork, prioritizing tasks and handling interruptions, which might be proved effective and efficient strategies for middle level managers to manage and utilize time more productively.

The first and foremost important factor planning and scheduling is being clear about purposes, starting and finishing time of a task or activity. This practice focuses on planning and scheduling curricular and co-curricular activities and may follow the diary, planner, and academic calendar to achieve the pre-stated organizational goals (Britton & Tesser, 1991; Claessens et al., 2007; Gordan & Borken 2014; Kaufman, 2004; Macan, 1994). The second practice is focused on conducting and managing effective meetings by setting clear agenda, starting and finishing time, and dynamics within the meetings (Chase et al., 2013; Robertson, 1999; Tracy, 2014). The third practice was about delegating tasks to subordinates keeping in mind subordinates' capacities and knowledge and understanding of tasks. As this strategy

may be helpful to develop more people and also provide an opportunity to express their abilities, capabilities, knowledge, skills and experience to become a future leader (Akomolafe, 2005; Tracy, 2014; Robertson, 1999). The fourth practice managing paperwork spotlight on how to minimize the volume of papers, how to act on a piece of paper, how to organize the desk, how to respond to letters, faxes, memos, reports, proposal and forms and how to organize and manage efficient filing system in the office (Akomolafe & Oluwatimehim, 2013; Gordan & Borke 2014). The fifth practice addresses how to prioritize tasks and activities by setting a small proportion of time to develop a to-do list, plan and schedule daily, weekly, monthly, semester wise and yearly tasks and events and how to prioritize them on the basis of their importance and to meet the deadlines (Chase et al, 2013; Claessens et al., 2007; Gordan & Borke 2014; Kearns & Gardiner, 2007; Macan, 1994). The last but not the least practice handling interruptions is focusing on how to minimize the chances of interruptions and distractions and how to deal them effectively through switching off cell phones, closing doors for unnecessary visitors, colleagues and emails (Chase et al., 2013; Gordan & Borke 2014; Kearns & Gardiner, 2007; Tracy, 2014; Widely, 1974).

There may be more additional practices through which school principals can manage their time. The findings of the empirical studies have been found mixed and not giving a clear direction about which time management is more or less important. The various time management skills, techniques, strategies and practices proposed by different scholars suggest that there is a need of further in depth studies on time management practices used by secondary school principals. Therefore, this study was designed to focus on above mentioned six time management practices which might be proved effective for secondary school principals in national and international levels. This study was based on following research questions:

Research Questions

1. What is the time management level of secondary school principals?
2. Whether principals' gender, age, and administrative experience affect their time management skills?

Research Methodology

Quantitative approach was used to conduct the study. Descriptive (survey) method was used to collect data from the respondents. The target population of the study consisted of all secondary school principals (2253) in Khyber Pakhtunkhwa. The accessible population of the study consisted of all secondary school principals working in seven divisional headquarter districts (908) of Khyber Pakhtunkhwa. The numbers of secondary school principals in the seven divisional headquarters were (Abbotabad (120), Bannu (102), D.I. Khan (123), Kohat (79), Peshawar (142), Mardan (176), and Swat (119) (Source: Statistical Booklet on Elementary & Secondary Education Department; Khyber Pakhtunkhwa, 2018-19). The numbers of male and female principals in the accessible population were 499 and 362 respectively. Out of the 861 secondary school principals 345 principals from the seven

divisional headquarters with a ratio of 40 % from each district were selected as sample of the study. The numbers of secondary school principals included in the sample from each divisional head quarters were (Abbotabad (48), Bannu (41), D.I. Khan (59), Kohat (32), Peshawar (57), Mardan (70), and Swat (48)). Thus the total sample size of the secondary school principals was 345. The numbers of male and female secondary school principals in the sample were 200 and 145 respectively. Cluster sampling technique was used to select the individuals for the sample because the population of the study was widely geographically scattered. As this technique uses multi stage sampling method, therefore, multi stage method was used to select the secondary school principals from the seven selected divisional headquarter districts. In the first stage, districts were selected. In the second stage, schools from the sampled districts were selected and in the final stage principals from the sampled schools were randomly selected. As principals were divided into two strata as male and female, therefore, by using proportionate stratified sampling technique 40% male and female principals were randomly selected from the sampled districts and schools.

A self developed questionnaire consisted of 61 items having six time management practices dimensions based on Five-point Rating Scale was used to collect data from the respondents. Initially, a pool of 82 items was developed on the basis of related literature. It was validated through a panel of 08 experts. These include one emeritus professor, four professors teaching in different national and international universities holding Ph. D degrees in educational administration, management & leadership, and three secondary school principals. They were requested to validate the questionnaire through commenting, suggesting, removing and improving the language of the items. Finally, a refined 61 items questionnaire based on five points rating scale ranging from “almost does so” to “never do so” was used to collect data from the respondents. The questionnaire was consisted of two parts. The first part consisted of four demographic variables including name, gender, age and administrative experience while the second part consisted of 61 items based on seven time management dimensions. The instrument was first administered to thirty secondary school principals who were not included in the sample and requested to fill the questionnaire to check the reliability of the instrument. The reliability of the instrument was calculated through Cronbach’s alpha which was .82 and was found satisfactory.

The researchers prepared 345 survey packets consisting of consent letter, questionnaire and self addressed envelope and distributed in four districts personally while from other three districts survey packets were mailed to the concerned principals on their school addresses or distributed with the help of friends. Finally the researchers collected and received 295 survey packets, among which 15 were discarded as these were not filled properly or were half filled. Finally 280 usable questionnaires were fed in the Statistical Package for Social Sciences (SPSS) spread sheet for analysis.

Data were analyzed through both descriptive and inferential statistics. The answer of first research question was obtained by using frequency, mean and standard deviation scores. The mean score 3 was set as cut off point. The item or dimension having mean score less than 3 was interpreted as low time management skills while the item or dimension having mean

score more than 3 was interpreted as good time management skills. The answer of the second research question was obtained through t-statistic. The level of significance for the test was set.05. The effect of gender, age and administrative experience on principals' time management skills was found through independent samples t-statistic.

Findings

Table 01: Demographic information of the sample

Variables	Frequency	Percentage
Gender		
Male	168	60
Female	112	40
Age		
Less than 40 years	119	42.5
More than 40 years	161	57.5
Administrative Experience		
Less than 10 years	131	46.78
More than 10 years	149	53.22

The above table shows the demographic information of the sampled respondents. Out of the 280 respondents, 168(60%) respondents were male and 112(40%) were female, which shows that a clear majority of male principals participated in the study. out of the 280 sampled principals, 119(42.5) were found less than 40 years of age while 161(57.5%) principals were found more than 40 years of old, which shows that majority of the respondents had more than 40 years of age. Of the sampled respondents, 131(4.78%) had administrative experience less than 10 years and 149(53.22%) had less than 10 years administrative experience, which indicates that majority of heads were more experienced.

Table 02: Attitude of Principals towards time management

Time Management Skills	N	Mean	Std. Deviation
Time Attitude	280	3.37	.510
Scheduling	280	3.44	.735
Short and Long Range Planning	280	3.55	.666
Delegating Responsibilities	280	3.68	.716
Managing Paperwork	280	3.65	.886
Handling Interruptions	280	3.49	.988
Establishing Priorities	280	3.75	.877
Overall Scores	280	3.56	.676

The above table shows the different skills used by secondary school principals to manage time. Perceptions of secondary school principals regarding “long range planning” was observed to have the maximum mean value (3.68) which shows that this skill has the maximum level of observance among the seven skills of time management. On the other hand “time attitude” was observed to have the minimum mean score (3.37). It shows the lowest level of observance among the seven practices of time management. As the mean scores for different dimensions of time management skills was found more than the midpoint 3.0, therefore, secondary school principals have above average level of observance. It can be concluded that secondary school principals have good time management skills and positive attitude towards time management.

Table 03: Effect of heads’ gender on their time management skills

Gender	N	Mean	Std. Deviation	Std. Error Mean	t	p
Male	168	3.74	.532	.0389	2.19	.026
Female	112	3.50	.606	.0628		

The above table shows the difference between male and female heads regarding time management skills. As the value of p was found less than that of significant level .05, which shows a significant difference in the time management skills of male and female principals. The mean scores show that male heads have better time management skills as compared to their female counterparts. Hence, it can be concluded that gender has significant effect on principals’ time management skills.

Table 04: Effect of heads’ age on their time management skills

Age	N	Mean	Std. Deviation	Std. Error Mean	t	p
Less than 40 years	119	3.55	.813	.0423	2.12	.041
More than 40 years	161	3.80	.623	.0756		

The above table shows the difference between less than and greater than 40 years of secondary school principals. As the value of p was found less than that of significant level .05, which shows a significant difference in the time management skills of less than and greater than 40 years of principals. The mean scores show that greater than 40 years heads have better time management skills as compared to less than 40 years of principals. Hence, it can be concluded that age has significant effect on principals’ time management skills.

Table 05: Effect of administrative experience on their time management skills

Administrative Experience	N	Mean	Std. Deviation	Std. Error Mean	t	p
Less than 10 years	131	3.47	.765	.0432	2.31	.032
More than 10 years	149	3.75	.543	.0731		

The above table shows the difference between less than and greater than 10 years of administrative experience of secondary school principals. As the value of p was found less

than that of significant level .05, which shows a significant difference in the time management skills of less than and greater than 10 years of administrative experience of principals. The mean scores show that greater than 10 years administrative experience of heads have better time management skills as compared to less than 10 years of administrative experience of principals. Hence, it can be concluded that administrative experience of heads has significant effect on principals' time management skills.

Discussion

The findings of the study show that secondary school principals have above average level of observance. All the seven dimensions of time management have above average level of observance. This showed that secondary school principals have positive attitude towards time management. The selected four demographic variables have significant effect on principals' time management skills. Gender, age, and administrative experience have significant effect on principals' time management skills.

As the mean score of different dimensions of time management i.e. time attitude, scheduling. Short and long range planning, managing paperwork, handling interruptions and establishing priorities were found more than that of the mid-point 3.0, therefore, the attitude of secondary school principals was found positive. All the time management skills were found above average level of observance; therefore, secondary school principals have good time management skills. According to (Tracy, 2014), the first step which is necessary for time managing effectively was having positive attitude towards time. If one thinks that time is a precious, irreversible and limited resource, then, one will take care of it and will use it effectively and wisely. The first and foremost important step in managing time is having a positive attitude towards time. The results of this study testify the results of many other researchers (Chase et al., 2013; Mullins, 2005; Kelly, 2007; Robertson, 1999) who found that principals have good time management skills and positive attitude towards time management.

The study results revealed that the demographic variables like gender, age and administrative experience of secondary school principals have significant differences on their time management skills. The overall mean scores of time management skills of male principals were found better than that of their female counterparts. It may be because they use social media, internet, read books and literature related how to manage their time. They frequently discuss problems with their teachers inside the school and also with other experts as they meet outside the school with different people having different abilities. After the school time they have more time. On the other hand, the female principals have limited time to discuss such issues with their colleagues and study literature related to time management because they were often engaged in their house chores. They will have to look after their family members and also spent much time in kitchen and house chores. After the school time they spent a lot of time to complete these chores while male principals are free and have less responsibilities at their home. Therefore, they are good manager and user of their school time as compare to their female counterparts. The results in the literature were found mixed. Researchers like (Glodt, 2006; Mansour, 2011; Wells, 1993) concluded that male principals were found to have good time management skills as compare to their female counterparts.

While other group of researchers who found that female school principals have better time manager than that of male principals (Gorman, 1993; Taylor, 2007; Grissom et al., 2013). Another group of researcher found no significant differences regarding gender of school principals as they argued that both gender have to perform the same duties and responsibilities (Horng et al., 2010; Robertson, 1999).

The study found significant difference between the time management skills of principals having age less than 40 years and principals having age greater than 40 years. This may be because the principals are appointed in government schools on the basis of seniority rather than directly through public service commission. Very less number of principals has been appointed directly through public service commission. If a principal is appointed directly in a young age, then he/she faces a lot of problems because he is unaware of many things which need to be done in the school. They do not know how to properly manage paperwork, establish priorities, and minimize interruption, how to set goals, and how to make short and long range planning. On the other hand, if a principal is appointed on seniority basis, so he/she has passed through many experiences during his/her career. He/she may have worked as vice principal or may lead different committees or may remain a member of different kinds of committee, therefore, he/she knows how to scheduling the events, how to make short and long range planning, how to manage paperwork, how to priorities task and how to handle interruptions and to say 'no' to someone. They know all these techniques through their experience during teaching-learning process (Kearns & Gardiner, 2007). The results in the literature related to age of principals regarding time management skills were not found mixed. Some authors argued that less aged principals manage their time very well as compare to the older one as they are more energetic and enthusiastic towards their job (Robertson, 1999). Contrary to that, some researchers found that senior principals managed their time more effectively and efficiently as compared to their junior colleagues, as they argued that experiences become richer as the person becomes older (Horng et al., 2010).

The study also found that principals having more than ten years of administrative experience having better time management skills than those who less than ten years of administrative experience. With the passage of time an individual becomes more experienced and having more knowledge about the tasks and responsibilities which they have to perform. They become more skillful in managing their time. They get command over the activities which they have to perform. They become more skillful how to schedule events, how to achieve goals through short and long range planning, how to organize papers, how to handle distractions effectively and how to prioritize things on the basis of their urgency (Crouch, 2005; Hemphill, 2002; Gordon & Borkan, 2014). The findings of researchers like (Horng et al., 2010) supported the findings of this study that as the administrative experience increases the time management skills also increases. There are some researchers who found no significant effect of administrative experience on principals' time management skills (Robertson, 1999).

Conclusions of the study

This study concluded that secondary school principals had above average level of observance towards time management which shows that principals had positive attitude towards time management skills. School principals schedule events, make short range and long range planning, manage paperwork, establish priorities, and handle interruptions effectively.

Principals' gender proved to be significant effect on their time management skills. Male principals proved to be better time manager than their female counterparts. Principals' age has significant effect on their time management skills. Principals having age more than 40 years proved to be better time manager than principals having age less than 40 years. Administrative experience of secondary school principals has significant effect on principals' time management skills. Principals who had more than ten years administrative experience proved to be better time manager than that of principals having less than ten years of experience.

Limitations of the study

This study has many shortcomings related to the scope of research methodology, the sample size, and the selected seven divisional headquarters. The same problem may be replicated with a large number of sample sizes, other variables related to school like school complexity, school culture, leadership styles, location of school and many other factors which may influence the time management skills of the principals. These aspects might prove to be significant predictors of principals' time management.

Recommendations

Following recommendations were made on the basis of findings of the study.

1. It is recommended that ministry of education may provide training to secondary school principals in the field of making schedules, setting goals, make short and long range planning to achieve the goals, how priorities things, how to handle distractions skillfully and how to organize, how to delegate simple tasks to subordinates and manage papers.
2. It is suggested that secondary school principals must attend the training workshops, seminars, and conferences related to time management skills. So that they may increase their capacities in these areas. Offering specialized courses related to these areas may be a worthwhile strategy to increase principals' productivity.
3. It is recommended that a subject related to time management skills may be included in pre-service training programmes, so that when they hold administrative position, they will perform administrative and instructional leadership more effectively.
4. It is recommended that secondary school principals must know the tactics how to say 'no' to someone. They must have the tactics to organize the workplace free from distractions. They should develop such organizational culture where they face minimum interruption during working hours.
5. Secondary school principals must know the skill of delegating responsibilities to their subordinates. They should delegate the simple tasks to their subordinates keeping in mind their capabilities. They should not only delegate them tasks but also give them authority so that they can fulfill the delegated tasks in an efficient way.

References

- Akomolafe, C. O. (2005). Principals' time management abilities in secondary schools in Nigeria. *Nigerian Journal of Educational Administration and Planning*, 5, 1-6.
- Akomolafe, C. O. (2011). Time Resource Management. In; *Management of Higher Education in Africa*. Uyo, Nigeria. Abeam Publishing Co.
- Akomolafe, C. O., & Oluwatimehim, B. F. (2013). Principals' Time Management in Secondary Schools in Ondo State, Nigeria. *Journals of Emerging Trends in Educational Research and Policy studies*, 4(1), 13-16.
- Akomolafe, C. O., & Oluwatimehim, B. F. (2013). Principals' Time Management in Secondary Schools in Ondo State, Nigeria. *Journals of Emerging Trends in Educational Research and Policy studies*, 4(1), 13-16.
- Altun, S. A. (2011). Successful Elementary School Principals' Time Management Strategies. *Educational Administration: Theory and Practice*, 17(4), 491-507.
- Amos, J. (1998). *Managing your time*. Oxford: How to Books.
- Barnett, B. G., Shoho, A. R., & Oleszewski, A. M., (2012). The Job Realities of Beginning and Experienced Assistant Principals. *Leadership and Policy in Schools*, 11(1), 92-128.
- Bittel, L. R. (1991). *Right on time! The complete guide for time-pressured managers*. New York: McGraw-Hill.
- Booth, A. (1997). *Better time management in 21 days*. Sydney: Prentice-Hall.
- Britton, B. K. and Tesser, A. (1991). Effects of time-management practices on college grades. *Journal of Educational Psychology*, 83, 405-410.
- Britton, B. K., & Glynn, S. M. (1989). Mental management and creativity: A cognitive model of time management for intellectual productivity. In J. A. Glover, R. R. Ronning, & C. R. Reynolds. (Eds.), *Handbook of Creativity*, (pp. 429-440). New York: Plenum Press.
- Campbell, L., & Williamson, J. (1991). Do principals have time to do it all? *NASSP Bulletin*, 114-116.
- Chase, et al., (2013). Time management for research productivity. *Western Journal of Nursing Research*. 35 (2), 155-176.
- Claessens, B. J. C., Van Earde, W., Ruttee, C. G., & Roe, R. A. (2007). A review of the time management literature. *Personnel Review*, 36, 255-276.
- Claessens, B.J.C., Van Eerde, W., Rutte, C.R. and Roe, R.A. (2004), "Planning behavior and perceived control of time at work", *Journal of Organizational Behavior*, 25, 937-50.
- Collis, J., & Leboeuf, M. (1995). *Work smarter, not harder*. Sydney: Harper Collins.
- Crossman, A. & Harris, P. (2006). Job satisfaction of secondary school teachers. *Educational Management, Administration & Leadership*, 34(1), 29-46.
- Crouch, C. (2005). *Getting organized: Learning how to focus, organize, and prioritize*. Memphis, TN: Dawson Publishing.
- Drucker, P. (1993). *The effective executive*. New York: Harper Collins.
- Edwards, S.W. (1990). Time management and selected demographic factors of secondary school principals in Connecticut as predictors of job satisfaction. Doctoral dissertation, The University of Connecticut, United States.
- Farrell, M. (2017). Time Management. *Journal of Library Administration*, 57(2), 215-222.

- Fields, L., & Egley, R. (2005). Assistant principals in Florida rank first-year challenges; Study's results highlight areas of need for professional development. *ERS Spectrum*, 23(1), 4-10.
- Fontana, D. (1994). *Managing time*. Victoria Wright books.
- Forsyth, P. (1994). *First things first*. London: Pitman Publishing.
- Ghamrawi, N. & Al-Jammal, K. (2013). Time Flies- A statement that best applies to school Principals. *British Journal of Education*, 1(1), 52-66.
- Glodt, K. (2006). A study of principals' perceptions of competence in common administrative roles. Doctoral dissertation, Kansas State University, United States.
- Goldring, E., Huff, J., May, H., & Camburn, E. (2008). School context and individual characteristics: What influences principal practice? *Journal of Educational Administration*, 46 (3), 332-352.
- Gordon, E. C. & Borkan, S. C. (2014). Recapturing time: a practical approach to time management for physicians. *Postgraduate Medical Journal*, 90, 267-272.
- Gorman, M.R. (1993). Time management strategies and the implications for instructional leadership of high school principals: A case study analysis. (Doctoral dissertation, Widener University, United States.
- Grissom, J. A., Loeb, S., & Mitani, H. (2013). Principal time management skills: Explaining patterns in principals' time use and effectiveness. Stanford University: Center for Education Policy.
- Hausman, C., Nebeker, A., McCreary, J., & Donaldson, G., Jr. (2002). The work life of the assistant principal. *Journal of Educational Administration*, 40(2), 136-157.
- Hemphill, B. (2002). *Taming the paper tiger at home & taming the paper tiger at work*. Washington, D.C.: Kiplinger Books.
- Hochbein, C., Dever, B. V., White, G., Mayger, L., & Gallagher, E. (2017). Confronting methodological challenges in studying school leader time use through technological advancements: A pilot study. *Educational Management, Leadership and Administration*, XX(X), 1-20.
- Hornig, E. L., Klasik, D., & Loeb, S. (2010). Principal's time use and school effectiveness. *American Journal of Education*, 116 (4), 491-523.
- Kaufman, J. (2004). The last word of lateness. *Good Housekeeping*, 238, 41-43.
- Kearns, H. & Gardiner, M. (2007). Is time well spent? The relationship between time management behaviour, perceived effectiveness and work-related morale and distress in a university context. *Higher Education Research & Development*, 26(2), 235-247.
- Kennedy, C. (2002). The principal ship: Too much for one person? *Principal*, 82(1), 28-31.
- Kouali, G., & Pashiardis, P. (2015). Time management profiles of Cypriot school principals: a mixed-methods approach. *International Journal of Educational management*, 29(4), 492-518.
- Larry, C. D. (2003). A study of time management use and preferred time management practices of middle and secondary school principals in selected southern states. Doctoral Dissertation, University of Alabama, Birmingham, AL.
- Liu, O. L., Rijmen, F., MacCann, C., & Roberts, R. (2009). The assessment of time management in middle-school students. *Personality and individual differences*. 47, 174-179.

- Lyons, J. E. (1993). Perceptions of beginning public school principals. *Journal of School Leadership*, 3(2), 186-202.
- Macan, T. H. (1994). Time management: Test of a process model. *Journal of Applied Psychology*, 79, 381-391.
- Mackenzie, A. (1997). *The time traps* (3rd Ed.). New York: AMACOM.
- Mancini, M. (2003). *Time management*. New York: McGraw-Hill.
- Marshall, C., & Hooley, R. (2006). *The assistant principal: Leadership choices and challenges* (2nd Ed). Thousand Oaks, CA: Corwin Press.
- Mullins, L. J. (2005). *Management and Organization Behaviour*. 7th Edition. United Kingdom: Pearson Education Limited.
- Ojo, L. B., & Olaniyan, D. A., (2008). Effective time management in organization Panacea or Placebo. *European Journal of Scientific Research*, 24(1), 127-133.
- Orlikowsky, W. J., & Yates, J. (2002). It's about time: Temporal structuring in organizations. *Organization Science*, 13, 684-700.
- Robertson, P. J. (1999). *Time management practices of school principals in the United States*. Ph. D Dissertation, Virginia Polytechnic Institute and State University.
- Schriber, J. B. & Gutek, B. A. (1987). Some time dimensions of work: measurement of an underlying aspect of organization culture. *Journal of Applied Psychology*, 72, 642-650.
- Sebastian, J., Camburn, E. M., & Spillane, J. P. (2017). Portraits of principal practice: time allocation and school principal work. *Educational Administration Quarterly*, 00(0), 1-38.
- Spillane, J. P., Camburn, E. M., Pareja, A. S. (2007). Taking a distributed perspective to the school principal's workday. *Leadership and Policy in Schools*, 6 (1), 103-125.
- Spillane, J. P., Hunt, B. R. (2010). Days of their lives: A mixed-methods, descriptive analysis of the men and women at work in the principal's office. *Journal of Curriculum Studies*, 42 (3), 293-331.
- Swart, A. J., Lombard, K., & Jager, H. (2010). Exploring the relationship between time management skills and the academic achievement of African engineering students- a case study. *European Journal of Engineering Education*, 35(1), 79-89.
- Tracy, B. (2004). *Time power: A proven system for getting more done in less time than you even thought possible*. New York: AMACOM.
- Tracy, B. (2014). *Time Management*. New York: AMACOM.
- Weldy, G. R. (1974). *Time: A resource for the school administrator*. Washington, DC: National Association of Secondary School Principals.
- Wells, G.A. (1993). *Instructional management behavior, time management, and selected background variables of elementary school principals in Connecticut's urban school districts*. Doctoral dissertation, The University of Connecticut, United States.