The Effect of Training on Principals' Time Management Practices: A Focus on Time Management Areas, School's Level, Locality and Complexity

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This study sought to explore whether training in time management areas, school's level, locality, and complexity has any effect on principals' time management practices. A stratified sample of 344 secondary school principals was selected from seven divisional headquarter districts of Khyber Pakhtunkhwa. A questionnaire was designed, validated and administered to respondents for gathering data having Cronbach Alpha value of 0.864. Results indicate significant differences in principals' time management practices by level of school and complexity of school. Higher secondary school principals exhibited the highest time management practices while secondary school principals exhibited the lowest. No significant difference in principals' time management practices was found when data were analysed by location of school and training in time management area. Level of school has a significant effect on principals' time management practices. Focusing on training principals in time management capabilities may lead to embodying a meaningful plan for increasing their instructional headship and overall school effectiveness.

Keywords: Time management practices, secondary school principals, higher secondary school, school   complexity, training

Time is the scarcest resource (Weldy, 1974; Ojo & Olaniyan, 2008), and unless it is managed, nothing else can be managed (Drucker, 1993; Grissom, Loeb, & Mitani, 2013). Concerning schools, secondary school principals must have the ability to make appropriate decisions about school time and act decisively in challenging scenarios and competing demands (Barnett, Shoho, & Oleszewski, 2012; Grissom *et al.*, 2013; Hausman, *et al.*, 2002; Marshall & Hooley, 2006; Weldy, 1974). Persistence of competing demands at school may result in various professional and personal problems for principals. Time management and organisational problems can raise stress levels, especially when school administrators must balance their work and family responsibilities (Fields & Egley, 2005; Hausman *et al.*, 2002). Weldy (1974, p.5) declared that "Time for school administrators is a resource, to be used productively. Good use of time requires self-understanding, personal commitment, discipline, organisation, and planning." The significance of school principals managing time is well researched and it is generally agreed that principals frequently experience time management difficulties in their managerial and administrative duties (Lyons, 1993). Even, most successful school principals face time management issues in school (Altun, 2011).

Managing time efficiently increases ones productivity, limits burnout, promotes advancement, and improves both personal and professional satisfaction (Britton & Tesser, 1991; Claessens, van Eerde, Rutte, & Roe, 2007; Gordon & Borkan, 2014; Kearns & Gardiner, 2007). For the leadership to be effective timely decisions are important, demonstrated through the association between time use and school outcome of school principals (Grissom *et al.*, 2013; Horng, Klasik & Loeb, 2010; Robertson, 1999). However, strategies and practices for improving time management aspects of school principals are lacking in the current educational literature and it is considered as an obstacle in the completion of work (Kennedy, 2002; Liu *et al.*, 2009). School principals get frustrated in completing paperwork, attending

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meetings, responding to emails and phone messages, and striving to meet unrealistic deadlines (Barnet *et al.*, 2012).

Many professions place high demands on a person's efficient use of time (Kearns & Gardiner, 2007). As Britton and Glynn (1989, p. 429) put it, "intellectually productive people usually have more things that they would like to do, or need to do, than they have time." This description can be applied to the work of most principals of secondary schools, having time constraints for running school affairs, coordinating instructional programmes, maintaining relations amongst staff members, and so forth (Barnett *et al.*, 2012; Campbell & Williamson, 1991; Horng *et al.*, 2010). In such professions, becoming more effective means discovering strategies to achieve more in a specified period of time. Efficient time management is one of the important strategies for the achievement of goals. Claessens *et al.*, (2007, p.62) suggest that time management means those "behaviours that aim at achieving an efficient use of time while performing certain goal-directed activities." Literature recommends effective time management abilities – which include the ability to identify priorities, check one's progress, set achievable goals, and remaining organised (Claessens *et al.*, 2007).

A number of studies conducted on managing time in school have recommended that school principals need to be of assistance in recognising approaches for becoming productive and effective educational managers and leaders (e.g. Edwards, 1990; Goldring *et al.*, 2008; Grissom *et al*, 2013; Horng *et al.*, 2010; Kennedy, 2002; Larry 2003; Spillane *et al.*, 2007; Spillane & Hunt, 2010). However, none of the studies, to the best of our knowledge, have researched principals' time management practices and to discover whether school's level, locality, complexity and principals' time management training has any effect on principals' time management practices in the Pakistani context. Complexity of school, in this study stands for a large student population, number of teaching and non-teaching staff, number of annual summative evaluation of staff and number of staff requiring extra paperwork. This study, however, has focused on school principals in Khyber Pakhtunkhwa Province.

Literature Review

Weldy (1974) stated that time has not been ever truly defined by anybody. Time is indefinable and invisible. Time is money – a limited, valuable resource – and cannot be stored in the bank like money. It cannot be increased by working hard. People cannot buy it, cannot stop, cannot save, steal, borrow or change it in any way. It is irreversible, indispensable, irreplaceable and inelastic. Literature on time management suggests that there are hundreds and thousands of self-help books which can be fruitful for the individuals to manage and utilise their time through practices like writing "to-do" lists, prioritising the tasks on the basis of their importance, planning ahead and effectively and efficiently managing meetings (e.g. Booth, 1997; Collis & LeBoeuf, 1995; Fontana, 1993; Mackenzie, 1997) and keeping away from bad habits like interruption and procrastination (Sherman, 1989). However, despite recommending excellent time management skills in organisations and workspaces, it appears that a small number of researches have truly documented the empirical soundness of essential time management practices, more so in the secondary school environment (Macan, 1994; Robertson, 1999).

Horng *et al.*, (2010) found that school principals spent just about 20% of their time in transition between everyday jobs. Principals spent 54% of their time in the school office and another 9% in the main school building. Moreover, 40% time of the principals was spent in observing teachers and students in playgrounds, classrooms, and in halls. On average, the principals spent only 8% of the school time in classroom teaching. Principals spent even a smaller amount of time, just about 4%, off the school entirely.

Orlikowsky and Yates (2002) suggested that the temporal dimension of work has become more important because of expanding worldwide competition and improved demands for immediate accessibility of services and products. Although, researching time management has been gaining popularity among researchers, very few studies have been carried out on the strategies involved in managing one's time efficiently and effectively and accomplishing work within time limits (Claessens, van Eerde, Rutte, & Roe, 2004). Strategies which can increase time management skills may include setting attainable goals, prioritising tasks, involving a team, maximising planning, problem-solving difficulties, and skilful handling of possible interruptions (Chase *et al.*, 2013). Continuous evaluation of the

effectiveness of time management practices allows school principals to identify areas of productivity and judging progress. Time management strategies also highlight the importance of time management and facilitate teaching-learning process, in achieving educational aims, goals and objectives. Mullins (2005, p.265) suggests that "whatever, the attributes or qualities of successful managers are, or the qualities of subordinate staff are, one essential underlying criterion is the effective use of time." Schriber and Gutek (1987) listed nine significant temporal dimensions primarily facilitated by time management competencies of personnel and their associated personality dimensions (procrastination avoidance; punctuality; temporal prioritising of tasks; awareness of time use and planning; staying on schedule; accurate allocation of time; meeting deadlines; autonomy of time use; and synchronisation and coordination).

LeBoeuf (2003) has given a list of fifteen time wasting tasks by executives in fourteen countries. These include lack of objectives; priorities and deadlines; telephone interruptions; scheduled and unscheduled meetings; drop-in visitors; cluttered desk and personal disorganisation; crises; unsuccessful delegation; unclear communication and instruction; attempting too much at once and estimating time unrealistically; inadequate or inaccurate or delayed information; confused responsibility and authority; indecision and procrastination; lack of self-discipline; and leaving tasks unfinished. Previous research and many books propose that principals can utilise time efficiently and effectively by setting long-term and short-term goals, keeping time logs, preparing 'to-do' lists, organising one's workspace, scheduling and prioritising tasks (Claessens *et al.*, 2007; Macan, 1994). Britton and Tesser (1991) have highlighted three characteristics of time management; these include short-term planning, long-term planning, and time attitudes. In a similar vein, Macan (1994) has added three components of time management: establishing priorities and setting goals, mechanics of making lists and scheduling, and preference for organisation. In addition, Robertson (1999) has identified six practices for helping school principals manage their everyday school activities. These included scheduling contacts, delegating, managing meetings, handling interruptions, managing paperwork and establishing priorities.

Kaufman (2004) asserts that constantly late individuals cannot manage their time and routine appropriately and recommends that proper and appropriate planning is the main asset of the leader. Features that are directly related to efficient time management include good organisation, having good filing system and time schedules and setting up a practice of study (Swart, Lombard, & Jager, 2010). However, schedules necessitate prioritising (Mancini, 2003) and setting aside under continuous supervision, avoiding lapses and omissions (Bittel, 1991). McCuen (1996) argues that scheduling is one practice specified for managing time, through which procrastination can be avoided. A 'time planner' or schedule needs preparing according to priority, which may be in the form of a daily 'to-do list' or a checklist of what still desires to be completed (Amos, 1998; Forsyth, 1994; Swart *et al.*, 2010).

One of the important dimensions to good organisation is effective planning (Forsyth, 1994; Tracy, 2004) and a well-documented schedule (Amos, 1998; Swart *et al.*, 2010). Tracy (2014) suggests a series of techniques for managing time: making written plans, creating daily "to-do" list, setting clear priorities, staying on track, determining key result areas, delegating power and authority to others, concentrating on work, overcoming procrastination, controlling interruptions, managing the telephone and conducting effective meetings. Gordon and Borkan (2014) have mentioned that effective time management approaches can be classified into four principles. These are long-term and short-term goals, planning and organising activities, minimising time wasters and selecting priorities among competing responsibilities. Kearns and Gardiner (2007) have identified four main behaviours of highly effective people on the basis of their experiences and courses conducted in the time management field. These include, planning and prioritising tasks, clarity of purpose in work, avoiding interruptions and distractions and being organised. As an effective time management tool, Amos (1998) and Tracy (2004) also suggest employing a filing system. It is imperative for school principals to determine for work the time of day in which their energy levels, alertness and productiveness are at peak (Bittel, 1991; Mancini, 2003; Tracy, 2004). Time management training can lead to effective and efficient use of time management behaviours, leading to more positive results (Hall & Hursch, 1982). However, Macan (1994) did not find training in time management to be effective. Principals must also consider structural complexity of the school and its size when seeking to deploy their educational expertise into practice (see Hallinger & Murphy, 2013).

Schuler (1979, p. 854) suggests that "time management means less stress for individuals, which means more efficient, satisfied, healthy employees, which in turn means more effective organizations." Indeed, this one statement highlights the conventional thinking about time management. Surprisingly, there is little empirical research to support the claims and process of time management. In a research review of time management, Bluedorn and Denhardt (1988, p.315) emphasised that time management is "the area in most need of research at the individual unit of analysis." Furthermore, because the articles, seminars, books, and workshops on time management, together with declarations, recommendations, and anecdotes, continue to grow, it is important to critically research time management (Macan, 1994).

Most of the literature and research articles on time management offer hundreds of strategies and practices for making executives and principals more successful by getting more tasks done effectively and efficiently. However, in this research we have identified six time management practices used in academic and non-academic institutions based on time management literature and on our personal experiences. These are:

1. Practices for scheduling contacts (planning and scheduling)
2. Practices for managing meetings
3. Practices for delegating tasks
4. Practices for managing paperwork
5. Practices for establishing priorities and
6. Practices for handling interruptions

The first practice scheduling contacts includes being clear about a schedule time, i.e. a start time and a finish time. Scholars suggest that always plan and schedule activities and try to strict to them according to the diary, planner chart or calendar in accomplishing educational goals and objectives (Britton & Tesser, 1991; Claessens *et al.*, 2007; Gordon & Borkan, 2014; Kaufman, 2004; Macan, 1994). The second practice, managing meetings, includes how to conduct effective meetings, having a clear agenda, time a meeting takes and the dynamics within the meeting (Chase *et al.*, 2013; Robertson, 1999; Tracy, 2014). Third practice, delegating tasks, includes delegation of tasks to subordinates based on the principle: 'right person for the right job', how delegation has worked and how we can develop people at workplace and having a system for monitoring and measuring performance (Akomolafe, 2005; Akomolafe; 2011; Robertson, 1999; Tracy, 2014). The fourth practice, managing paperwork, includes minimising the volume of paper on the desk, responding quickly to letters, memos, faxes, reports, forms, proposals and having an efficient filing system (Akomolafe & Oluwatimehim, 2013; Glodt, 2006; Gordon & Borkan, 2014; Robertson, 1999). The fifth practice, establishing priorities, includes tasks such as devoting time every day to plan out the day, week, and month's jobs and prioritising them by preparing lists on urgency basis and setting deadlines (Claessens *et al.*, 2007; Chase *et al.*, 2013; Gordon & Borkan, 2014; Gorman, 1993; Macan, 1994; Kearns & Gardiner, 2007). The final practice is handling interruptions. The educational setting for both general and academic staff provides numerous opportunities for distractions and interruptions, like visitors, colleagues, student demands, emails, and phone or mobile calls who just want a minute of their time (Chase *et al.*, 2013; Gordon & Borkan, 2014; Kearns & Gardiner, 2007; Tracy, 2014; Weldy, 1974).

Apart from the discussion above, for improving time management of secondary school principals, a number of other practices and strategies may be available and suggested in the literature. However, this study is limited to the above mentioned practices, which were incorporated into a questionnaire prepared for ascertaining time management practices of secondary school principals in the seven selected districts of Khyber Pakhtunkhwa. Moreover, investigating the demographic factors and the qualities of school principals worked were included in the questionnaire for determining whether these had any effect on principals' time management practices. The research focused on two things – the number of locations of secondary schools (Urban and Rural) and the geographic locations in Khyber Pakhtunkhwa; thus when generalising results of this study, study location should be kept under consideration.

Statement of the problem
This study aimed to explore whether training in time management areas, school's level, locality, complexity (student enrolment, number of teaching staff and support personnel, number of summative

evaluation and number of staff requiring extra paper work) has any effect on principals' time management practices.

Significance of the study

This research study is significant in examining practices that are helpful to principals for managing their time in such a way as to keep them focused on more important tasks. The managerial work of principals is of importance because they put efforts in mobilising and motivating employees running the institution throughout the various stages of planning, organising, directing and evaluating its activities. Until recently, consideration has not been given to principals utilising time effectively for professional and management tasks. Managing time effectively is an area that is primary to work performance.

This research study is significant in that there is a need to contributing to literature and knowledge on the need for school principals to prioritise routine school practices, and that school locality and enrolment would not hamper time management practices of principals. It could be a significant feature for academic achievement of students if school principals are aware of careful use of time; additional time could be allocated to non-academic and academic activities. If school management is engaged in effective use of their time in school activities, it will directly improve teachers' use of time.

Method

The nature of this research study was descriptive and survey research design was used for gathering data from the field.

Delimitation of the Study

This study was delimited to the six core principals' time management practices in secondary and higher secondary schools situated in urban and rural areas of seven divisional headquarter districts of Khyber Pakhtunkhwa Province.

Population

Pakistan consists of five provinces i.e. Khyber Pakhtunkhwa, Sindh, Punjab, Baluchistan, and Gilgit Baltistan. These provinces are further administratively divided into Divisions, Districts and Tehsils. Khyber Pakhtunkhwa – formerly North-West Frontier Province (N-W.F.P) – is one of the five provinces of Pakistan. This province is further administratively divided into seven divisions (Kohat, Dera Ismail Khan, Peshawar, Hazara, Malakand, Bannu and Mardan) and twenty five districts. 1485 government and private secondary schools are located in these seven divisional headquarter districts in which 1485 permanent/acting school principals are serving (Source: Statistical Booklet on Elementary & Secondary Education Department; Khyber Pakhtunkhwa, 2009-10).

Sample

The sample for the study was selected from seven districts of Khyber Pakhtunkhwa. The sampled divisional headquarter districts were selected purposively. Each sampled district was treated as a stratum. Since the districts (strata) were spread geographically, the sample was representative of the population. 25% secondary school principals were proportionally selected from each sample district by school's nature, location and principal's gender. The sample for this study consisted of 372 secondary schools (184 Government and 188 Private), with due representation from all the seven districts. The composition of the sample were 311 secondary and 61 higher secondary school principals; of these 248 were male and 124 were female principals; 184 were Government and 188 were Private school principals; and 181 school principals were working in urban areas, whereas 191 were working in rural areas.

Of the 280 respondents, 38.2 percent were between the age group of 25 and 40 years, 18.9 percent were between 41 to 45 years, 16.8 percent were between 46 to 50 years; 18.2 percent were between 50 to 55 years and 7.9 percent were over 55 years (Table 1). 66.7 percent of the participants were males and 33.3 percent were females. The relatively low level of female participation could be attributed to a number of issues, including cultural aspects as well as lack of awareness of the importance of research benefits to society.

157 principals (56.03%) got training in time management areas while 123 principals (43.93%) did not get any training. This implies that a significant number of the participants did not have an opportunity of training in time management areas. 78.21% principals were from secondary schools while 21.79% participants were from higher secondary schools, indicating that higher secondary schools were comparatively few. 51.42% principals were from rural areas whereas 48.58% respondents were from urban areas, indicating that most government schools are situated in rural areas and that more private schools are located in urban areas. In 43.2% schools, less than 400 students were enrolled, in 36.4% between 400 and 800 students were enrolled, in 11.8% between 800 and 1200 students were enrolled and in 8.6% sampled schools, more than 1200 students were enrolled.

Table 1
Sample profile characteristics

Age (Years)	Frequency	Percentage
Less than 40	107	38.2
41-45	53	18.9
46-50	47	16.8
51-55	51	18.2
Greater than 55	22	7.9
Gender		
Male	187	66.78
Female	93	33.22
Training in Time Management		
Yes	157	56.07
No	123	43.93
Level of School		
Secondary	219	78.21
Higher Secondary	61	21.79
Locality of School		
Rural	144	51.42
Urban	136	48.58
Complexity of school		
Enrolment in school		
Less than 400	121	43.2
400-800	102	36.4
800-1200	33	11.8
Greater than 1200	24	8.6

Note: Sample = 280

Construction of research instrument

A survey questionnaire was developed for gathering data pertaining to demographic variables (gender, age, nature of school, and level of school and locality of school) and different time management practices. Thirteen statements fall under practices for scheduling contacts, nine fall under practices for managing meetings, twelve fall under practices for delegation, nine fall under practices for managing paperwork, eleven fall under practices for establishing priorities and thirteen fall under practices for handling interruptions.

For validity of the instrument, initially an items-bank of 82 items was created. After initial construction, it was shown to a panel of specialists. These experts were from the areas of educational leadership, administration and management studies. Four of these experts were professors having PhDs in Educational Management; six were assistant professors holding PhD degrees in Educational Leadership, teaching at the MEd and BEd levels and two were principals of Regional Institute of Teacher Education (RITE), ten were secondary school principals and two were language teachers. The first author personally held meetings with these experts and discussed the questionnaire. The experts were asked to write comments for and suggest improvement regarding ambiguity in the instruction, clarity, design and nature of the questions in the questionnaire on a white paper. Their valuable suggestions were incorporated in the questionnaire.

After pre-testing, the refined and modified questionnaire consisting of 67 Likert-type items were pilot tested on thirty school principals to check accuracy of the instrument; the response was satisfactory. Of the 372 distributed questionnaires, 280 usable and completed questionnaires were received, with a response rate of 75.26 percent. The response rates for the type of school were: government 51.42 percent (n=144) and for privately managed 48.58 percent (n=136). The Cronbach alpha value for the 280 questionnaires was .864, which is almost similar to the pilot test value (0.96); this indicated that the instrument was valid. Cronbach alpha calculated for the questionnaire regarding sub-categories of time management practices i.e. practices scheduling contacts, managing meetings, delegation, establishing priorities and handling interruptions for the secondary school principals were 0.846, 0.843, 0.889, 0.867, 0.888, and 0.851 respectively.

Reliability of the Questionnaire

Time Management Practices	Number of items in each category	Cronbach's Alpha
Scheduling contacts	13	0.846
Managing Meetings	09	0.843
Delegating practices	12	0.889
Managing Paperwork	09	0.867
Establishing Priorities	11	0.888
Handling Interruptions	13	0.851
Total	67	0.864

Results

This research aimed to explore time management practices of principals and investigated whether the nature of school had any effect on time management practices. The mean principals' time management practices scores by nature of school were 3.60 for secondary schools and 3.92 for higher secondary schools. There is a difference between principals' time management practices results of principals of different levels of school. However, further analyses were required for estimation of the statistical significance of the differences; for this t-test was applied. The analysis shows a significant difference between the mean values of the different levels of school as significance scores are less than .05 (.000), see Table 2.

Table 2
Results for overall principals' time management practices by Level of School

Nature of school	N	Mean	S.D	t	Sig (2-tailed)
Secondary	219	3.60	.653	4.38	.000
Higher Secondary	61	3.92	.638		

Note: $p < .05$

One-way ANOVA was applied to know about the relationship between principals' time management practices, the locality of school, complexity of school and training in time management area variables. The results show significance scores ($p < .05$) of .819 for locality of school, .000 for complexity of school and .056 for training in time management area. As the significance values for the two tests are greater than .05, it is concluded that any difference between the mean overall principals' time management practices when categorised by locality of school and training in time management area are found statistically non-significant. Therefore, for accepting the two null hypotheses and determining the nature of the relationship, a closer examination of the mean scores for the two variables is required. Whereas the significance value for one test is less than .05, it is concluded that any significant difference between the mean overall principals' time management score when categorised by complexity of school is statistically significant.

As far as the results for the locality of school are concerned, there exists difference between mean value of principals' time management practices and locality of school; rural school principals (M=3.72) managed their time in a better way than urban school principals (M=3.70).

The findings for the correlation between overall principals' time management practices and training in time management areas indicate that those principals who got training (M = 3.65) are slightly less conscious about time management practices than those who did not get training (M = 3.78). However, the analysis of one-way ANOVA (Sig .056) shows a difference between the two scores, which is statistically non-significant at the level of .05. This difference in the two scores may be due to the reason that a majority of the participants (n = 157) had training as compared to those who did not get training (n = 123).

Table 3

One-way ANOVA for training in time management areas, locality and complexity of school respectively

Time Management Practices	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.327	1	1.327	3.696	.056
Within Groups	98.362	274	.359		
Total	99.689	275			
Between Groups	.019	1	.019	.052	.819
Within Groups	99.670	274	.364		
Total	99.689	275			
Between Groups	26.681	13	2.052	7.365	.000
Within Groups	73.007	262	.279		
Total	99.689	275			

To check whether the combined effect of three or more of these variables is significant or not on principals' time management practices, additional statistical analyses are needed. Thus, for the identification of the variables, which are the best predictors of principals' time management, multiple regression tests were performed. The resulting R^2 score (.084) point outs that variables further than those observed in the current study (level of school, locality of school, complexity of school, and training in time management area) may be better predictors of time management practices. An examination of the standardised co-efficient scores for the independent variables may also be important. The large Beta values show that variables that had the greatest contribution to overall principals' time management practices are level of school (.202) and complexity of school (.126), whereas locality of school (.060) and training in time management area (.100) are the weakest. However, the significance value for level of school (.002) indicates that its contribution to principals' time management is significant at the .05 level (See Table 4).

Table 4

Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Time Management Practices	.289[a]	.084	.070	.58059

a. Predictors: (Constant), complexity, time management training, locality of school, level of school

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
Time Management Practices	Regression	8.339	4	2.085	6.185	.000[a]
	Residual	91.349	271	.337		
	Total	99.689	275			

a. Predictors: (Constant), complexity, time management training, locality of school, level of school
b. Dependent Variable: Time management practices

Coefficients[a]

Model		Un-standardised Coefficients		Standardised Coefficients	T	Sig.
		B	Std. Error	Beta		
Time	(Constant)	2.798	.246		11.365	.000
	Time management training	.120	.071	.100	1.694	.091

Management Practices	Level of School	.251	.080	.202	3.125	.002
	Locality of school	.072	.073	.060	.991	.323
	Complexity of School	.176	.105	.112	1.679	.094

a. Dependent Variable: Time management practices

Discussion, Conclusion and Recommendations

The results indicate statistically significant differences in the overall principals' time management scores by level of school and complexity of school. Higher secondary school principals exhibited the highest time management practices, while secondary school principals exhibited the lowest. No significant difference in principals' time management practices was found when the data were analysed by location of school and training in time management area. Level of school has significant effect on principals' time management practices.

According to Shah (2009), secondary education comprises of two stages. The first stage covers two grades: 9th and 10th, having students between the ages of thirteen to fifteen plus years, known as secondary level. The second stage is known as higher secondary, which covers Grades 11 and 12. This two-year duration course is offered in higher secondary schools and intermediate colleges. Thus the entire duration of studies is four years. The results indicated significant differences in the two levels of schools and principals' time management practices. Our findings indicate that higher secondary school principals managed their time for different activities much better than secondary school principals. Claessens *et al.*, (2007) contend that owing to different personal characteristics and working conditions, principals show differences in time management practices. Robertson's (1999) findings corroborate with results of this study; he found significant differences in the time management activities of middle and secondary school principals. Horng *et al.*, (2010) see no notable differences in principals' use of time based on the level (elementary, middle and high schools) and size of school. The authors found that in elementary and smaller schools, principals have effective time management skills.

This study results confirm that student enrolment is not a significant factor in principals' time management practices. There was no significant difference in principals' time management in schools having low, medium or high student enrolment. Edorreh's (1989) research and results corroborate with findings of this study; the author found no significant difference in student enrolment and principals' allocation of time to task. Moreover, Allison and Mortiff's (1994) findings also support findings of this study; the authors found student enrolment to be a predictor of time spent by principals. However, Burke's research (1980) does not correspond with findings of this study; the author found principals' experience and school size as time usage predictors.

As far as the results for the locality of school are concerned, a difference was found between mean score of time management practices of principals and school locality; rural school principals managed their time in a better way than urban school principals. However, this difference is not significant. The results show that school location has no impact on the time management practices of the principals. It may be due to the fact that school located in rural or urban have no impact on the principals' time management skills. Irrespective of the location, principals are required to apply their skills and experience, for achieving the best possible results. Akomolafe and Oluwatimehin's (2013) findings resonate with our findings in that, school location had no significant impact on time management practices of the principals. Thus, it shows that school location in rural or urban areas is not a factor that influences principals' time management. The findings of this study do not corroborate with findings of Calabrese (1976). The author found that experience of principals, school size, and location affected their time utilisation. The findings of Arubayi (1986) are not supportive of the findings of this study, owing to relationship between principals' time usage and location of school.

The results for the relationship between overall principals' time management practices and training in time management area indicate that principals who got training are slightly less conscious about time management practices than those who did not get training. However, the result of two values is at .05 level, which is not statistically significant. Training in time management has been suggested to increase workers' perceived control of time (e.g. Macan *et al.*, 1991; Claessens *et al.*, 2004), which in turn reduces work stress (e.g**.** Jex and Beehr, 1991), and enhances job performance and satisfaction. The

findings of this study resonate with Macan's (1994) research, who found that training executives in time management was not effective. However, findings of studies suggest that training in time management leads to effective time management behaviours, which lead to more positive outcomes.

It is noteworthy that all time management skills and strategies are learnable. It should be noted that if one knows how to use one's time effectively and efficiently, many problems may be pre-empted and resolved effectively. It is noteworthy that planning and organising can turn one's goals and visions into actions. This also means balancing work, family, study and other commitments. Thus balancing commitments means setting priorities and remembering that time management is not about getting more done; it is about doing the important things. Effective time management involves establishing short-term and long-term goals, prioritising competing responsibilities, planning and organising activities, and minimising time wastage in unnecessary circumstances (Crouch, 2005; Gordon & Borkan, 2014; Hemphill, 2002). If the aim of time management practices is improving work performance and reducing stress, employees need to identify purpose in their career, and plan their time appropriately, rather than having cluttered workplaces and displaying "do not disturb" messages on doors (Kearns & Gardiner, 2007).

It is concluded that the level of school and complexity of school has a significant impact on principals' time management practices. Higher secondary school principals exhibited the highest time management practices, while secondary school principals exhibited the lowest. It is also concluded that training in time management area and locality of school has no significant difference on principals' time management practices. School's level has a significant impact on principals' time management practices, whereas no significant effect has been found when data was analysed regarding school location, complexity and training in time management area.

For enhancing school effectiveness, a number of recommendations are offered to policy makers and principals. School principals should develop short-term, medium-term and long-term plans for achieving school's vision and mission. Principals should delegate simple tasks to the most competent staff members. They must handle interruptions in a tactful way to utilise time productively. Principals need to stick to the most important tasks. It is recommended that principals should prioritise core administrative and instructional duties when allocating time to various tasks. If tasks are prioritised in a things to-do list, this would allow time for other responsibilities to be completed during the day. Daily log is an effective strategy for the tasks to accomplish on a daily basis. Principals should always show and practice time management skills regardless of their school location. Meetings need to be arranged at appropriate times that in no way affect academic activities of the school. School principals should make schedules according to priorities, maintain human relations, plan school activities, conduct effective meetings, handle interruptions effectively and manage files and paperwork in an organised way. Time management should also be included among the areas listed above to improve the productivity of the school principals. School principals should set goals for themselves and try to accomplish as many of them as possible. Building principals' time management capacities irrespective of gender, location, complexity and level of school may be a valuable for enhancing principals' focus on academic leadership and school improvement strategies. Organising training programmes on modern technologies for school principals is recommended for their scientific and technological advancement. Offering specialised courses for school principals in time management is imperative for using and maintaining the available time effectively.

This research is not without its shortcomings, as is the case with many other researches; the foremost being scope of the methodology of research, the small sampling size and the geographical range issues; more studies are suggested at the provincial level and national level with a large sample. Moreover, a number of contextual and organisational issues were not incorporated in this research, such as training in the areas of leadership and management styles, school complexity, which are related to principals' time management practices. These factors are suggested for future research, to examine if there is any correlation between these factors and principals' time management practices.

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