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A STUDY OF TIME MANAGEMENT USE AND PREFERRED
TIME MANAGEMENT PRACTICES OF MIDDLE AND
SECONDARY SCHOOL PRINCIPALS
IN SELECTED SOUTHERN STATES

by

CLEO DENISE LARRY

A DISSERTATION

Submitted to the graduate faculty of The University of Alabama at Birmingham and
The University of Alabama, in partial fulfillment of
the requirements for the degree of
Doctor of Education

BIRMINGHAM, ALABAMA

2003

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ABSTRACT OF DISSERTATION
GRADUATE SCHOOL, UNIVERSITY OF ALABAMA AT BIRMINGHAM

Degree Ed.D. Program Educational Leadership

Name of Candidate Cleo Denise Larry

Committee Chairs Harold L. Bishop and William B. Rogan

Title A Study of Time Management Use and Preferred Time Management Practices of Middle and Secondary School Principals in Selected Southern States

The primary focus of this study was to determine whether principals in 3 Southern states employ similar management practices, whether secondary and middle school principals from all 3 states (as separate groups) employ similar time management practices, and whether principals as a collective group are using the time management practices that they would prefer to use.

A time management rating scale instrument (Likert-type) was mailed to 400 middle and secondary level principals in the states of Alabama, Mississippi, and Tennessee. A stratified random sampling method was used to select the participants. The return rate was 52%. Participants were asked to identify on the instrument the degree to which they use time management practices and which practices they prefer to use. The data were used to test 5 null hypotheses and 1 research question.

Percentages and frequencies were used to analyze the demographic data of the participants. Analysis of variance was used to analyze the time management practices among the 3 participating states. Time management practices among the principals from the 3 states accounted for a statistically significant difference. The principals utilized time management practices from the instrument in different ways. *t* tests were used to analyze

the time management practices of middle and secondary school principals within each state. The data yielded no significant difference in the time management practices of middle and secondary level principals within the states. Paired sample statistics of mean and standard deviation were used to analyze practices principals employ and practices they prefer to use.

Several recommendations were made for future research, some of which include the following:

1. A national study that compares the relationship of administrators' success as leaders to time management practices they employ should be conducted.
2. A study that uses superintendents as subjects should be conducted. This study should examine the perceptions of staff assistants and secretaries regarding the time management practices of their superintendents.
3. A study that compares the time management practices of school principals to administrators in business and government should be completed.

DEDICATION

In all thy ways I acknowledge the Lord and Savior Jesus Christ because he directs my path every day. God's grace and mercy has sustained me throughout my endeavors. I give him the glory, the honor, and the praise.

This dissertation is dedicated to my mother, the late Mrs. Fannie Larry-McGraw; my brother, the late Mr. Terry Reynold Larry; and my aunt, the late Mrs. Dorothy L. Bryant. I know you are with me in spirit. I will always love you.

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I extend thanks to my doctoral committee: Drs. Harold Bishop, for his time, patience, guidance, and commitment; Dave Dagley, for believing in me; Boyd Rogan, for his unselfishness, understanding, and concern for students; Authur Ree Campbell, for her help and encouragement, which have meant a great deal to me; and Margaret Rice, for her expertise in quantitative methodology and willingness to help students. It is professors like these who make students become successful educators.

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CHAPTER 1

INTRODUCTION

Background of the Study

According to Repasky, Schuftic, and Bishop (1995), the year 2000 represents a new decade of significant changes that continue to emerge in education. These authors noted that learning centers, cooperative groups, and thematic teaching are dominating formally structured classroom settings. The school leader must spend sufficient time in developing collaborative relationships with teachers, parents, school staff, and community leaders to ensure the appropriate delivery of educational services. Buhler (1996) noted that a number of administrators believe that working longer hours and working faster helps the situation. These strategies do not really work and are simply deceiving. Too many supervisors search in vain for the one best way to do things when they should be thinking about the best combination of ways to produce. Highly effective supervisors find ways to achieve a reasonable balance between competing demands for their time (Auken, 1995). Shipman, Martin, McKay, and Anastasi (1983) stressed that the additional responsibilities placed on principals become quite time consuming. Persons in leadership positions at the local level who fail to use time appropriately could experience severe job difficulties. Taylor (1993) summed the problem up best by stating,

School administrators are charged with an awesome responsibility helping to fashion the future of the United States. The time demands are also awesome, teacher evaluations, meetings, observations, conferences, paperwork, telephone calls, and a myriad of other activities consuming time. (p. 1)

The efficient use of time has been the subject of frequent writings by administrative and management researchers. Many of the topics focusing on time management are anecdotal and based on empirical research methodology. These articles, though quite informative and useful, provide little research-based substance that may contribute to new knowledge in the field. Covey, Merrill, and Merrill (1994) stated,

We're constantly making choices about the way we spend our time, from the major seasons to the individual moments in our lives. We're also living with the consequences of those choices. And many of us don't like consequences--especially when we feel there is a gap between how we're spending our time and what we feel is deeply important in our lives. Putting first things first is an issue at the very heart of life. Almost all of us feel torn by the things we want to do, by the demands placed on us, by the many responsibilities we have. We all feel challenged by the day-to-day and moment-by-moment decisions we must make regarding the best use of time. (pp. 17-18)

A myriad of businesses and government agencies provide staff development on the effective management of time. Texts for school administrators, such as those authored by Frase and Hetzel (1990) and Taylor (1993), provide information on management techniques for principals and superintendents. Planning is essential to effective time management. Buhler (1996) stated that we must allocate sufficient time to accomplish our tasks, but not too much, so that we let our tasks expand to fill that time. Januz and Jones (1981) suggested that the key to time management is to work smarter, not harder, in every phase of life. The subject of time management will always motivate models of improvement; however, such models for school administrators must be based on research-based designs.

Statement of the Problem

At the time of this study, very little research existed that examined the views of principals relative to their actual time management practices. A review of dissertation abstracts, ERIC, and periodicals revealed that such studies had been conducted, but research focusing on the principal in the southern region of the United States was almost nonexistent.

Purpose of the Study

This study had three specific purposes. The first purpose was to determine whether principals in three southern states employ similar time management practices. The second purpose was to determine whether secondary and middle level principals from all three states (as separate groups) employ similar time management practices. The third purpose of the study was to determine whether principals as a collective group are using the time management practices that they would prefer to use.

Principals in Alabama, Mississippi, and Tennessee were selected for this study because these three states are contiguously situated in the Southeast. Data collected allowed the researcher to generate an information base that is generalizable to more than one state in a specific region of the United States of America.

Research Question

What time management practices will respondents most frequently identify as being helpful to them?

Research Hypotheses

1. There will be no significant difference among the time management practices identified by Alabama, Mississippi, and Tennessee principals.
2. There will be no significant difference regarding the time management practices identified by secondary and middle school principals in Alabama.
3. There will be no significant difference regarding the time management practices identified by secondary and middle school principals in Mississippi.
4. There will be no significant difference regarding the time management practices identified by secondary and middle school principals in Tennessee.
5. There will be a significant difference between the time management practices that principals report that they use and those that they prefer to use.

Significance of the Study

Many principals are saying, "There isn't enough time in the day to do all of the things that are demanded of me." Too often they trudge along from day to day and week to week tackling tasks as they develop. Much of their pain can be eliminated or reduced substantially if there is sufficient methodology for prioritizing and developing time limits to handle many of their predetermined daily assignments.

At the time of this study, a number of school systems were experiencing a period of evolution and change. Although a study such as this will not eliminate the hectic 10- to 12-hr days of a principal, it will provide information that could bring some order to task performance and give the principal a knowledge base for managing time.

Time management studies are not new. They have been examined under the guise of motion studies and accountability methods. Each school system in the southern region, though similar in design, is inherently different. A study of this type can give principals an intense look at what happens during the day, approximately how much time is spent doing it, and what they can do to minimize time spent in managing situations that minimize administrative effectiveness in a school. This study examined various tasks principals perform at the beginning, during, and at the end of the day. Additionally the amount of time spent performing these tasks was examined. The results of this study could be very beneficial to new, inexperienced, and experienced principals in organizing their time. The study could also be used to improve principalship training programs. Finally, data from this study could supplement current research on how time should best be managed in a public school setting.

Methodology

The design of this study was based on the use of descriptive techniques. The population consisted of middle and secondary level principals in the states of Alabama, Mississippi, and Tennessee. Stratified random sampling methods were used to identify the specific subjects to be included in the sample. A researcher-developed instrument was used to gather data from subjects. These items were initially developed in a study completed by Buck (1997). This instrument contained three specific sections. Section 1 sought demographic information regarding the respondents. Section 2 contained statements that identified time management practices that specialists and authors in the field most frequently reported as being effective. Subjects responded to Likert-type scale items

in this section. Statements were presented in two specific columns. Column A sought the responses of subjects regarding the frequency with which they employed specific practices, and Column B sought subjects' responses regarding their level of agreement as to their preferences for use of the same practices. Section 3 was an open-ended set of three questions.

Data gathering was accomplished through the United States Postal Service. Several steps were completed in order to properly ensure that a comprehensive and empirical process was followed in the completion of this document. The following methods were employed:

1. A comprehensive review of the literature was conducted.
2. A researcher-developed instrument consisting of items identified in the literature review was prepared.
3. The instrument was tested for content validity.
4. Cronbach's coefficient alpha was employed to ensure that Likert-type scale items were reliable.
5. Subjects were selected through stratified random sampling techniques.
6. Instruments were distributed to the selected sample.
7. Data were collected.
8. All collected data were analyzed through the use of descriptive (percentages and frequencies) and inferential procedures.
9. Findings, conclusions, and recommendations were formulated.

All open-ended questions were analyzed through the use of frequencies. All hypotheses were tested at the .05 level of significance. All analyzed data were reported through the use of narrative explanations, tables, graphs, or charts.

Assumptions of the Study

This research was guided by the following assumptions:

1. A majority of Alabama, Mississippi, and Tennessee middle and secondary principals responded to the questionnaire.
2. Participants provided honest answers to the items on the questionnaire.
3. Middle and secondary principals were depicted by different demographic variables.

Limitations of the Study

This study was limited to middle and secondary level principals in selected southern states (Alabama, Mississippi, and Tennessee). The results of the questionnaire were applicable to the time management practices in the selected southern states. The conclusions were limited to the results of the survey based on completed items on the questionnaire, which were returned to the researcher.

Definitions of Terms

The following definitions will be used for the purpose of this study.

Principal--The instructional leader of a school unit who is charged with leading the instructional and operational aspects of the organization (Bishop, 2000).

Middle level principal--The head of a school that houses Grades 6-8 and whose primary duties are to supervise the day-to-day instructional and business operations of the school (Cunningham & Cordeiro, 2000).

Secondary level principal--The head of a school that houses Grades 9-12 and whose primary duties are to supervise the day-to-day instructional and business operations of the school (Cunningham & Cordeiro, 2000).

Time management practices--Any of a number of behaviors or tendencies mentioned in the review of literature and/or in the Time Management Rating Scale used in this study that relates to saving time or using time in a more efficient or effective manner (Buck, 1997).

School--An institution for the instruction of children under college age.

Practices--A performance or skill that is repeated from day to day.

Organization of the Study

This study was organized into five chapters. Chapter 1 is composed of a brief background of the study, statement of the problem, purpose of the study, research hypotheses, significance of the study, assumptions, limitations of the study, definition of terms, and organization of the study. Chapter 2 provides a review of the related literature that addresses the historical background of the principal and his or her roles and reviews various time management practices and theories that have been studied by researchers. Chapter 3 describes the research design and research methodology used for collecting and analyzing data. This chapter also includes an introduction and a description of the instrument, validation of the instrument, reliability, data collection, and analysis. Chapter 4

presents the analysis of the data collection, and chapter 5 consists of a summary of findings related to the research, conclusions, and recommendations for further study.

CHAPTER 2

REVIEW OF LITERATURE

Components of Time Management

According to Shipman et al. (1983), time is an unbiased commodity available to all in equal amounts that does not cost us anything monetarily and is completely at our own disposal. These authors identified several principles of time management: setting goals, getting jobs done now, doing something about time wasters, self-analysis, understanding specific roles of the leader, and training. Although these principles do not emerge as components, there is a relationship to what one may consider as components of time management.

Shipman et al. (1983) suggested eight characteristics of successful time managers: (a) the ability to set goals and priorities and to project into the future; (b) the ability to place activities and issues in order of priority; (c) the ability to delegate to the most qualified staff member or to get others to do tasks to help; (d) the courage to refuse to waste time on impossible or totally unnecessary tasks; (e) the ability to do it now; (f) the willingness to take time to support, encourage, and show concern for staff and others; (g) the ability to sense time passing; and (h) the ability to sense the best time to utilize specific skills. Griessman (1994) noted that there is no such thing as free time. We may have leisure time, but none has free time. All time has value, and time, because it is invisible and intangible, does not get enough respect.

Baker and Holmberg (1996) identified seven steps to better time management. In a chapter titled “Stepping Up to Supervision: Managing Time and Job Pressures,” the first steps identified by these authors were gaining time awareness. They summarized these steps as follows:

1. Gain time-awareness where one would analyze how time is spent. A time log should be kept to identify various tasks. This procedure for gathering the data takes from 1 to 2 hours. It is used to give the person an overview or clear picture of the use of time. This information is important because it determines which work habits and patterns to change.
2. Identify time robbers--the information from the time log can be utilized to identify time wasters. Many administrators are responsible for their own time wasting and problems.
3. Set goals and list priorities--a reasonable number of time robbers should be chosen from the list that are most important to the administrator and placed in order of importance.
4. Formulate action plans--a list of tasks should be formulated to accomplish the necessary goals. An action plan should be in place to serve as a guide to achieving the desired results in a certain period of time.
5. Develop a time budget--to be used as an instrument for setting aside time for each task.
6. Application of time management principles based on the situation. Start a task and complete it on time. One should do whatever it takes to get started and avoid the loss of time.
7. Tackle the tough jobs first when the energy level is high.
8. Set deadlines to accomplish goals.
9. Monitor progress to find out whether a better system of time management is being utilized. (p. 118)

MacKenzie (as cited in Winston, 1994) formulated a model that identified components of time management. This model focuses on three major elements: why, how, and what and when. MacKenzie stated,

What and when is the care circle of planning and scheduling, whereby you define what you have to do and when you should be doing it. How: the middle circle of protection and control consists of strategies for defending your schedule against interruptions, time wasters, and procrastination, and for finding the simplest, most efficient methods for doing what you have to do. Why: The outer circle of “value” allows you to evaluate your daily activities against overall aspirations and to organize your time so those long-term goals can be realized. (p. 119)

Bittel (1991) identified 12 steps to time mastery that capture the components of most time management models: (a) find out where time goes, (b) learn why time goes where it does, (c) minimize time commitments, (d) sort out what needs to be done immediately from what can wait until later, (e) cut down on time-wasting activities, (f) be ruthless about distractions, (g) locate information quickly, (h) build a time control plan that fits your job and your own personality, (i) break the procrastination habit, (j) use other people's time to your advantage, (k) be creative with the use of time, and (l) add hours to your time budget by working smarter, not harder. Bittel also suggested that we analyze our time to see where each minute is spent and suggested handling time as a personal gain, focusing on activities that will increase income. One should never over-extend himself or herself in order to meet goals. Tasks should be prioritized so that important tasks can be done immediately and other not so important tasks can be completed at a later date. Bittel suggested minimizing activities that are a waste of time and concentrating on the important ones. One should not allow others to distract or invade one's personal time. Being organized is important, as it allows one to locate information in an expedient manner. Also, a time plan should be constructed that coincides with each individual's job and social life. The habit of procrastination is considered the top time waster; therefore, stop putting things off until the last minute. Bittel suggested getting assistance from others, delegating work to others, and getting rid of the traditional ways of doing things because sometimes they are less efficient and more expensive. Replace traditional ways with time effective methods and increase the use of modern technology and time input by improving facilities, equipment, and materials. If one applies these

ideas, one can advance his or her career by demonstrating an effective use of time management.

Fanning and Fanning (1979) developed 10 human goals for managing time. These goals are as follows:

1. Aim to feel good, not to do more. One of the ironies of time management, whether it's personal or industrial, is that the hurried person usually is convinced that he or she has to do more, especially if he already has a lot to do.

2. Remember who is in charge. A person slowly sets up life to be the way it is now but can gradually change it to be the way he or she wants.

3. Defend peak periods. All of this preparation for a peak period of energy goes down the drain if a person allows himself or herself to be diverted from it by any interruptions. A person must learn to defend his or her peak periods.

4. Make time to make more time. The ability to avoid planning and scheduling sometimes cannot be done on personal time. Sometimes a person needs to elbow aside some planning so that he or she will have time to do what they want. Some "time experts" advise persons to start each day making a list of what he or she wants to do that day or to end each day planning the next.

5. Pattern lists. In planning one's time, he or she should use patterning for an overall view of what needs doing, instead of bogging down in making lists.

6. Pile and file. Organize the possessions that tend to clump up and sprawl into messes and learn to make piles.

7. Unload: say "no." Unloading means handing a specific job over to whom it belongs and then letting go. Delegate the job to someone else.

8. Do it now! Learn to apply this delicate tool of time management to small things or life could become more hectic and time more fragmented.

9. Say “yes” to life. Many of life’s best experiences have to be acted on at the moment they occur. If a person is running through life, he or she may be moving too fast to notice them.

10. Stretch and stay flexible. If a person had only himself or herself to watch over, he or she would have few problems managing his or her time, but others are involved in his or her time. They have things to get done. People should be as flexible as possible.

Covey et al. (1994) stated that, in the area of time management, many of the techniques and practices masquerade as practical, hard-hitting, bottom-line solutions that address immediate concerns. However, their implied promises are a quick fix illusion.

J. Mayer (1990), in his book *If You Haven’t Got the Time to Do It Right, When Will You Find the Time to Do It Over*, wrote about a time management system that if developed properly will save time. Improving productivity has become the rallying cry of the 1990s.

J. J. Mayer (1995) expected people to become more productive and complete more work in less time. Mayer explained that, with so much to do and so little time in which to do it, people try to stretch the length of their days and hope that there will be just a little time left over for family and friends. Hours of valuable time are wasted every day.

MacKenzie (1985a) focused on the importance of planning and keeping tight to deadlines. He explained that there is a need to keep meetings under control and ending on time. It was further suggested that, if any group of managers was asked to describe their

most stressing work problem, they would say “Not enough hours in the day” or “Too much to do and no time to do it all.”

Wilkinson (1971) asserted that time is something to be invested, not spent. The manager’s time is very valuable because the higher the manager, the higher the investment for organization. The key to good time management is to work smarter, not harder, in every phase of your life (Januz & Jones, 1981).

According to Januz and Jones (1981), a time horizon is the amount of time forecasted when considering the consequences of a decision, action, or use of time. The time horizon can be shorter when unpredictable conditions make long-range planning impossible or when an organization can easily adapt quickly and expensively to any conditions demanding change. It is important to know that time may be distributed within the organization, which directs the way to smaller tasks and decisions to employees.

Marsh (1990) noted that managers have expressed that they have two major problems: they simply do not have enough time, and it is hard to get good staff members. There is not enough time to train anybody if a manager continues to insist that he or she must do everything. It is much better to take a step back and invest some time in getting the right people to do certain jobs rather than oneself doing them and perpetuating the problem (p. 81).

Bittel (1991) stated that, in order to accomplish goals, one must allow sufficient time for performance. Wasting time, overcommitting oneself, and devoting large amounts of time and energy to low priority, secondary tasks are tremendous obstacles to achievement.

Covey (1989) discussed the seven habits of highly effective people.

1. Be proactive. Between stimulus and response in human beings lies the power to choose. Productivity, then, means that we are solely responsible for what happens in our lives. No fair blaming anyone or anything else.
2. Begin with the end in mind. Imagine your funeral and listen to what you would like the eulogist to say about you. This should reveal exactly what matters most to you in your life. Use this frame of reference to make all your day-to-day decisions so that you are working toward your most meaningful life goals.
3. Put first things first. To manage our lives effectively, we must keep our mission in mind, understand what's important as well as urgent, and maintain a balance between what we produce each day and our ability to produce in the future. Think of the former as putting out fires and the latter as personal development.
4. Think win/win. Agreements or solutions among people can be mutually beneficial if all parties cooperate and begin with a belief in the "third alternative": a better way that hasn't been thought of yet.
5. Seek first to be understanding, then to be understood. Most people don't listen. Not really. They listen long enough to devise a solution to the speaker's problem or a rejoinder to what's being said. Then they dive into the conversation. You'll be more effective in your relationship with people if you sincerely try to understand them fully before you try to make them understand your point.
6. Synergize. Just what it sounds like. The whole is greater than the sum of its parts. In practice, this means you must use "creative cooperation" in social interactions. Value differences because it is often the clash between them that leads to creative solutions.
7. Sharpen the saw. This is the habit of self-renewal, which has four elements. The first is mental, which includes reading, visualizing, planning, and writing. The second is spiritual, which means value clarification and commitment, study, and meditation. Third is social/emotional, which includes service, empathy, synergy, and intrinsic security. Finally, the physical element includes exercise, nutrition, and stress management. (pp. 47-307)

Time Management in Business Settings

Business executives should be able to implement time management practices in their companies. They must understand the value of practical time management. Kobert (1980) stated that among the benefits that can be anticipated from a sound program of improved time management through the company are increased managerial productivity, improved office efficiency, more effective information handling and communications,

more effective planning and organization of tasks, and improved scheduling and meeting of deadlines.

In a *Fortune* magazine poll, Kobert (1980) asked 50 chairmen, presidents, and vice presidents what they ranked as the top five time wasters. They answered as follows: telephone, mail, meetings, public relations, and paperwork. Nine of 10 executives throughout the country would probably pick at least four of the five as major problems.

Griessman (1994) suggested that the executive should be a contrarian. By this term, he meant doing things at a time when other people are not doing them. Examples include shopping when others are not shopping, eating when others are not eating, and driving at nonpeak times. All of these are designed to reduce or eliminate waiting time. The early hours provide uninterrupted time and a time for planning and allow one to use office equipment with no waiting.

Timpe (1987) noted that time management expert Merrill E. Douglas said, "The way you spend your time determines how you live and that is who you are. Tomorrow is connected today, just the same as today was connected to yesterday" (p. 10). Allen (1986) revealed that time management assumes that each person has complete freedom to plan, choose, and act" (p. 3).

Januz and Jones (1981) explained that one can begin to improve overall time-spending habits right away by planning for short-, medium-, and long-term activities. They also stated that he or she should organize time, office, and home and deal with others more effectively, including his or her subordinates, peers, boss, and family. Most important is the net result. Increased effectiveness as a time manager can bring about a

decrease in the stress felt and an increase in the discretionary time one can spend guilt-free at sports, reading, socializing, and other enjoyable activities.

Pollock (1991) expressed that the best-managed time is that spent on making the contributions that only a certain person can make to his or her company. That is really what time management is all about.

Alexander (1992) suggested that business is concerned with wise management of resource capital, physical needs, human interaction, information, and time. The first four can be manipulated. A person can increase his or her workforce, decrease it, or change its composition. With capital a person can increase it, save it, spend it, or hold steady. A person can invest it in a new plan or use it to fund a branch office. If a person needs more, he or she can issue public stock, get a loan, or increase his or her product. Time control is a paradox, for a person can only manage himself or herself in relation to time.

Marsh (1990) advised the following for the business executive:

Determine what matters most to you. Define your values and your role in life, and then create intermediate and long-range goals that will help get you where you want to go.

Start each day with a task list, labeling everything according to its priority and its relationship to your big goals.

Make an A-list of things that are going to get done--or you're going to do. Then build a B-list of things that should get done--but you'll sleep if they don't. And add some Cs some "when pigs fly" items just to humor yourself. (p. 52)

LeBoeuf (1979) stressed the need for the executive to set aside a period of time each day for "thinking, reflecting, and planning. This time allows a person to organize thoughts about where one wants to go and how he or she plans to get there" (p. 55).

Some executives transfer their office calls to cell phones. The facsimile, email, and other machines are becoming essential for office life. Colonius and Berlin (1990) found that the most effective managers seem to agree that all of the electronic gizmos in

the world do not come near to the skills of a talented executive secretary who screens calls, diverts mail, and steers visitors in and out. Years of working together produce the telepathic effect that many managers have noticed.

Lunenburg and Ornstein (1991) developed time management strategies to help manage executives:

Goal Setting. Set measurable objectives for your career, family finances, fitness, or social life. Written goals provide a framework to help you assess your use of time. What gets measured gets done.

Setting Priorities. List all pending activities in priority order. Assign the letter A to tasks that must be done, B to those that should be done, and C to those that might be done. Tackle the items on your A list first.

Brevity. Stress concise communications. Limit business calls to five minutes. Write one-page memos. Conduct twenty-minute meetings. Prepare executive summaries of lengthy reports.

Bunching. Cluster similar activities together. Schedule blocks of time for returning telephone calls, dictating letters or reports, reading the mail, holding routine meetings, and doing desk work.

Chunking. Break down complex or unpleasant tasks into smaller, more manageable parts. Complete one chunk first (a one-page outline of a lengthy report, for example) and another chunk (maybe the introduction) later.

Closure. Condition yourself to complete each task the first time you start it.

Example: ask a drop-in-visitor to wait outside until you finish the memorandum on which you are working. Emphasize completion.

Deadlines. Set personal due dates that precede the state deadlines or create deadlines when none is given. Submit reports, budgets, and forms before due dates.

Delegation. Achieve results through others by assigning routine activities (reports, business trips, memorandums, meetings, research) to appropriate subordinates. Share the credit.

Elimination. Get rid of time wasters--long lunches, going-nowhere committees, long telephone calls, and trips--anything that distracts you from your goals. Purge files (when in doubt, toss it out).

Planning. Anticipate future events. Planning time saves operating time; so prepare strategic plans, weekly plans, and daily to-do lists. Each morning review your game plan for the day.

Prime Time. To make the most of your energies, try to get your time clock and your biological clock in sync. Schedule important activities when your energy level is highest.

Saying No. Avoid over committing yourself. Success depends on knowing what not to do. Be firm but gracious in rejecting tasks unrelated to your goals and reject time wasters whenever possible.

Single Handling. Finish items in one session. Try to handle each memorandum, folder, letter, or telephone call only once. Avoid multiple handling of items.
 Hiding Out. Schedule quiet time. Take a walk, use retreats, close the door, smell the roses, reflect. You need time for thinking and relaxing each day.
 Fitness. Jocks have known this for years: exercise increases energy. To charge your battery, schedule time to jog, golf, play racquetball, or simply walk. (p. 510)

Time Consuming Administrative Functions

Kobert (1980) noted that wasted time is no new problem. There is not a thinker, writer, or poet who has not presented his or her thoughts about it, from antiquity right down to the present. Typical is Shakespeare's disturbing reminder in *King Henry the Fourth*: "Thus we play the fool with time and the spirits of the wise sit in the clouds and mock us" (Act II, Scene II). The words conjure up the spectra of the clock ticking away.

MacKenzie (1985) identified many causes of poor time management. These have been referred to as time wasters. Time wasters can be grouped by seven principle management functions in which the activity occurs: planning, organizing, staffing, directing, controlling, and communicating.

MacKenzie (1985) identified 15 leading time wasters based on experiences of managers in 15 countries. These are summarized as follows: (a) telephone interruptions; (b) drop-in visitors; (c) meetings--scheduled as well as unscheduled; (d) crisis situations for which planning ahead was not possible; (e) lack of objectives, priorities, or deadlines; (f) cluttered desk and personal disorganization; (g) involvement in routine and detail that should be delegated; (h) attempting too much at one time and underestimating the time it takes to do it; (i) failure to set up clear lines of responsibility and authority; (j) inadequate, inaccurate, or delayed information from others; (k) indecision and procrastination; (l) lack of clear communication and instruction; (m) inability to say no; (n) lack of standards

and progress reports (we educators would probably call that “accountability”); and (o) fatigue.

Successful Time Managers

When there is a job to be done, all deterrents must be set aside. There is never a time that value and benefits should be put on the back burner. One must control time by not procrastinating or putting off today for tomorrow. If a task is deemed important, then one should not rest until it is done. Be done with the robbers of your time.

McDougle (as cited in Ferner, 1995) explained that time is one of those words in the English language that everyone is familiar with but is often find hard to define. Although the concept of time is universal, each person has his or her own particular definition. Good time management is one of the characteristics of good supervision, and there are a number of points that every supervisor should know and remember when trying to make the most of valuable resources available to him or her. These are summarized and restated below.

1. Time is money. This adage is as true as it is old. Supervisors must realize that it is as valid for their time as it is for their employees. Lateness in getting a project completed or a decision made can result in a substantial decline in profits for an organization (McDougle as cited in Ferner, 1995).

2. Time is irreversible. The standard dictionary definition of time underscores the fact that it cannot be reclaimed. Hence, lost time represents a major source of waste for any organization (McDougle as cited in Ferner, 1995).

3. Time is equal for all. Although people are not born with equal abilities or opportunities, they have the same 24 hr a day, 7 days a week, 52 weeks a year, and so on, available to them (McDougle as cited in Ferner, 1995).

4. Time can be maximized. Those who have time to get their work done and who have time to enjoy no-work-related activities have learned the difference between quality and quantity. They make every minute count (McDougle as cited in Ferner, 1995).

5. Time can be wasted. The list of contributing factors is almost endless. Ironically, many of the modern-day technological advantages that make our lives the most productive and comfortable are also the major time grabbers: computer, copy machine, and the ubiquitous telephone (McDougle as cited in Ferner, 1995).

Like MacKenzie, Scott (1980) identified interruptions and demands by others as the number one time problem most people face. Demands are even harder to handle because they come from several directions, with varying levels of urgency, complexity, and relationships. Similar to others (Fanning & Fanning, 1979; Lunenburg & Ornstein, 1991), he advocated identifying hidden time demands, analyzing their impact, and preparing for them.

Buhler (1996) also identified that time is a very precious resource and quoted a participant of a time management workshop:

I am a prisoner of hope when I hope someone is going to make do for me what I must choose to do myself, time management begins with making choices.

The time trip, which ensnares us all, requires that we make better choices to better manage our time. But since we cannot really change time nor truly manage it, time management is something of a misnomer, since it is ourselves that we must better manage. Our time remains the same--how we manage ourselves and what choices we make can provide the difference.

Many people believe that working faster or longer helps. Those strategies do not really work. Working faster results in more mistakes as we hurry to get to the next task. We must allow sufficient time for planning or reflecting. (pp. 24-25)

The best way to start identifying how to better manage time is to know how time is currently spent. This supply can be determined by keeping a log over a 1- to 2-week period.

Planning is essential to effective time management. Rhodabarger (as cited in Timpe, 1987) stated that time management is a very personal thing. He offered suggestions on how to fit time according to your needs. After interviewing MacKenzie, he found,

Q. Most Americans have been brought up to believe that the harder they work, the more they accomplish in life. What do you think of that Dr. MacKenzie?

A. It's a myth. The adage, "Work smarter, not harder," is the recognition of the fallacy. Care must be exercised to distinguish between activity for its own sake and activity that gets results.

Q. Do most people need more time to do what they want to do?

A. Only 1 in 100 will say they have enough time. Most people say they need from 10 to 50% more. This view is alarming when we realize a startling fact about time--there isn't any more of it. Each of us has all the time there is.

Q. Then what's the problem?

A. The problem lies within ourselves. It's not how much we have but, rather, how well we utilize the time we have. Time is a unique resource. It cannot be accumulated like money; we are forced to spend it, whether we choose to or not, and at a fixed rate of 60 seconds every minute. Of all resources, time appears to be the least understood and most mismanaged.

Q. How, then, does one manage time?

A. In the strict sense, one does not. The minute hand is beyond our control. So it's a question not of managing the clock but of managing us with respect to the clock. Once we see this principle, we understand why the management of time brings us face to face with what seems to be a staggering number of problems. (pp. 313-314)

Alexander (1992) stated that administrators should remember and consider the supply question. The basic truth about supply is that everyone has the same amount of time. He suggested that worrying about the supply of time is futile, and energy might bet-

ter be spent organizing how much time is spent in time under personal control and time contracted to others for pay.

Productivity experts estimated that most office employees waste at least 45% of the day (Merrill & Douglas, 1980). Drucker (1996) cited the constant thoughts that executives feel toward unproductive and wasteful use of time. Any executive, whether he or she is a manager or not, spends a great deal of time on tasks that do not contribute to important goals. What are the sources of so much wasted time? Interestingly enough, executives worldwide in all walks of life tend to identify the same time wasters.

Fortune magazine conducted a poll of 50 corporate chairmen, presidents, and vice-presidents. These executives ranked the top five time wasters as the telephone, mail, meetings, public relations, and paperwork (Kobert, 1980). MacKenzie (as cited in Buck, 1997) listed some common wasters of time:

1. Telephone interruptions
2. Drop-in visitors
3. Ineffective delegation
4. Meetings
5. Lack of objectives, priorities, planning
6. Crisis management
7. Attempting too much at once
8. Cluttered desk/personal disorganization
9. Indecision/procrastination
10. Inability to say "no." (p. 34)

People from different walks of life tend to identify the same time wasters. MacKenzie (1972) asked 40 colonels and commanders at the Canadian Forces School of Management in Montreal to construct a list of time wasters. The list was virtually identical to a list composed by 30 college presidents in the Midwestern United States. Similarly, a group of 300 members of a state association of public school superintendents

composed a list of time wasters almost identical to one assembled by a group of 25 executives of the Young Presidents Organization of Mexico.

MacKenzie (1972) found numerous time wasters and broke them down by areas.

They are as follows:

Planning

1. No objectives, priorities, or daily plans.
2. Shifting priorities.
3. Leaving tasks unfinished.
4. Fire-fighting/crisis management.
5. No deadlines/daydreaming.
6. Attempting too much at once. Unrealistic time estimates.

Organizing

1. Personal disorganization/stacked desk.
2. Duplication of effort.
3. Confused responsibility and authority.
4. Multiple bosses.

Staffing

1. Untrained/inadequate staff.
2. Understaffed/overstaffed.
3. Personnel with problems.

Directing

1. Doing it myself.
2. Involved in routine detail.
3. Ineffective delegation.
4. Lack of motivation.
5. No coordination/no teamwork.
6. Not managing conflict.
7. Not coping with change.

Controlling

1. Telephone/visitors.
2. Incomplete information.
3. No standard or progress reports.
4. Over control.
5. Mistakes/ineffective performance.
6. Overlooking poor performance.
7. Inability to say no.

Communicating

1. Meetings.
2. Under-communication, over-communication, unclear communication.
3. Failure to listen.
4. Socializing. (p. 86)

According to Winwood (1990), there are 19 common time wasters that are imposed on people by their environment:

1. Interruptions.
2. Waiting for answers.
3. Unclear job definitions.
4. Unnecessary meetings.
5. Too much work.
6. Poor communications.
7. Shifting priorities.
8. Equipment failure.
9. Disorganized boss.
10. Red tape/procedures.
11. Understaffed.
12. Conflicting priorities.
13. Low company morale
14. Undertrained staff.
15. Peer/staff demands.
16. Allowing upward delegation.
17. Inefficient office delegation.
18. Interoffice travel.
19. Mistakes of others. (p. 90)

Winwood also noted three self-imposed time wasters:

1. Failure to delegate.
2. Poor attitude.
3. Personal disorganization. (p. 90).

Merrill and Douglas (1980) outlined a five-step plan for eliminating time wasters:

1. Obtain good data. A time log will provide such data.
2. Identify probable causes.
3. Develop possible solutions.
4. Select the most feasible solutions.
5. Implement the solution. (pp. 117-118)

Elimination of time wasters saves a few minutes here and there throughout the day. Of what benefit are those minutes in comparison with the total time available to a person? MacKenzie (1972) pointed out that most executives have only about 1.5 to 2.0 hr of discretionary time. Eliminating time wasters serves to increase their discretionary time.

Buck (1997) pointed out that time management involves not only eliminating bad habits but also replacing them with good habits. Many authors suggested time management practices they see as productive. Most are presented in list form. The similarity of suggestions they present is striking. The time management practices listed are discussed in greater depth later in this chapter.

Winston (1994) offered the following "Organizing Audit." Each "yes" answer indicates an area in which time is saved:

1. Can you retrieve any paper from your desktop within 1 minute?
2. Can your secretary retrieve papers from the office files within 5 minutes of your request?
3. When you walk into the office in the morning, do you know what your two or three primary tasks are?
4. Do you usually accomplish those tasks by the end of the day?
5. Do you meet daily with your secretary? Weekly with your staff?
6. Does your staff typically receive clear-cut assignments that outline the range of their authority, the overall purpose, and the date due?
7. Do you always monitor staff to ensure that tasks are completed on time?
8. Are there some papers on your desk, other than reference materials, which you haven't looked through for a week or two? (pp. 23-25)

Posner (1982) noted some problems executives experience with the telephone:

1. People talk too much.
2. People talk too often.
3. People are unable to regulate the incoming call pattern.
4. People lack the talent for cutting calls short and being nice at the same time. (p. 18)

The Evolution of the Study of Time Management Studies and Practices

Covey et al. (1994) identified three generations of time management theory. The first generation is based on using a system to remind one of tasks or projects that need attention. The weaknesses of this approach include the tendency to move from crisis to crisis while accomplishing very little. Relationships often suffer as people take a backseat to “tasks.” The most important things are those that are immediately in front of the person.

The second generation of time management could be termed planning and preparation (Covey et al., 1994). This type of time management emphasizes goal setting, planning, and personal responsibility and leads to greater real accomplishments than the previous generation due to goals and planning. People are seen as either means or barriers to achieving goals. The most important things in this generation are those items that are on the schedule.

The third generation of time management noted prioritizing and controlling as elements of planning. Long-term goals, as well as short-term and medium-term goals, are set. One identifies personal values and links these values to the process of goal setting. Managing not only time but oneself as well is important. Personal productivity and efficiency are enhanced. The weaknesses of this generation, however, includes the illusion that one is in control rather than natural laws and principles being in control. Problems arise when one’s values do not coincide with those of coworkers or bosses, and an imbalance between roles can occur. Finally, the aspect of daily planning rarely gets beyond prioritizing the urgent. Urgency and values set the most important things in this generation (Covey et al., 1994).

In 1980, the Lake Washington School District, located in Kirkland, Washington, conducted a study of its principals to determine how they use their time (as cited in Smith & Andrews, 1989 and Buck, 1997). Each principal was asked to keep a log of how his or her time was spent. Each principal was also asked to identify what percentage of his or her time should be devoted to each major job area. Table 1 shows the results of the study.

Table 1

Percentage of Time Devoted to Major Job Dimensions: Ideas Versus Actual Time

Job dimension	Elementary principals		Secondary principals	
	Ideal	Actual	Ideal	Actual
Improvement of instruction	35%	24%	27%	17%
Community relations	14%	16%	15%	14%
Student services	12%	21%	24%	40%
Operations	9%	13%	10%	14%
Evaluation	30%	26%	24%	15%

The task of being a high school principal is multifaceted. The principal may be well suited to handle each area of the job, but the problem often lies in having or finding adequate time to perform the various functions of the principalship. Because the principal cannot increase the number of hours in the day, he or she must look for ways to better utilize time. The perception that one has too little time to perform the given tasks may well lead to stress. Tanner and Atkins (1990) concentrated on the relationship between time management practices principals use and their reported levels of stress.

Buck (1997) explained that Tanner and Atkins (1990) randomly selected principals from the membership of the National Association of Secondary School Principals, with the requirement that their schools have at least Grades 10-12. Each selected

principal received a packet containing the instrument to be used, an adaptation of the Administrative Stress Index created by Gmelch and Swent in 1977, and the Time Management Rating Scale containing selected questions from a time management practices questionnaire devised by Calabrese in 1976 (Tanner & Atkins, 1990). A total of 976 packets were sent to principals. Of that number, 580 usable surveys were returned. The researchers found the reliability of the Stress Rating Scale to be .81 and the reliability of the Time Management Rating Scale to be .89.

Walker (1990, as cited in Buck, 1997) performed a case study involving three principals of award winning schools. In the study, Walker shadowed these principals for a period of 4 weeks. One principal was selected from each level--elementary, middle school, and high school. Each principal's actions were summarized as they related to 10 areas. These areas, identified by the National Association of Secondary School Principals' Assessment Center project, are key skills in a principal's effectiveness.

1. Problem analysis. The principal is called on to make many decisions during the day. He or she must, as time permits, break the problem down, analyze its parts, and reach a decision.
2. Judgment. Exemplary principals seek all of the facts before making decisions. The students were generally given the benefit of the doubt in disciplinary matters, but were issued stiff warnings about further problems. Exemplary principals gave students second chances.
3. Organizational ability. Exemplary principals hold meetings, which have purpose, and where input is solicited. Materials, rooms, or whatever is needed are ready. Exemplary principals take work home.
4. Oral and written communication. Poor communication is usually the root of a problem. This area is perhaps the most important of the ten for principals. Exemplary principals communicate well with the school secretary. They are highly involved with students and student groups. They can back up points with numerous examples.
5. Decisiveness. Exemplary principals must make firm decisions. Certain policies handed down from the central office must be enforced. The principal must act quickly and firmly when such action is needed.
6. Leadership. Exemplary principals are visible. They visit classrooms. Teacher input is sought, and their good ideas are implemented.

7. Sensitivity. Exemplary principals put themselves in the other person's shoes. They remember birthdays and express appreciation for a job well done. In general, they show they care about people.

8. Stress tolerance. The principalship brings with it a great deal of stress. The ability to think quickly, see the big picture, and develop a plan of action was identified as ways to help with stress. A sense of humor is an advantage. In addition, a program of physical exercise is a way of relieving stress.

9. Motivation. Accomplishing goals and looking at problems as opportunities motivates exemplary principals. Helping a child to learn appropriate behavior is a second motivator. The increasingly comprehensive role schools play in the lives of many children was seen as a motivator.

10. Range of interests/educational values. The exemplary principals examined enjoy sports. They enjoy working with young people. Their areas of expertise are great. The exemplary principals want to see people succeed. They are conscious of time on task. (p. 12)

Employment of Time Management in an Educational Setting

A major problem often faced by school administrators is overinvolvement.

Because educational management involves working with and through people, they suffer sometimes from spending too much time in meetings, on the phone, handling parent or teacher complaints, and in other people-related activities. It is important that these responsibilities are carried out with grace and good human relations, but it should not be necessary to spend the majority of time in such activities. In fact, the amount of time spent in such activities could be reduced by as much as one third (Shipman et al., 1983).

Stegman and MacKenzie (1985) have stated that the school administrator's interest in time management is evident and growing. Educational leaders have realized that time is a commodity they are often unable to control.

Rees (1986) recounted that the 1980s had seen a resurgence of interest in time management. Attention is being directed toward improving the quality of work life. She also stated that time is our scarcest resource; it is available and apportioned to all equally.

Time must come under the control of the user, not control the user. Time must be managed well.

Rees (1986) also mentioned that some texts state employees should be able to control or eliminate many interruptions on the job. By contrast, in organizations such as schools, interruptions are an intrinsic part of the job. Teachers requesting assistance from their principals, students wanting help from a librarian, and a child seeking a response from a teacher are all examples of interruptions that are often routine. These interruptions cannot be put on hold as can letters or telephone calls; such requests must be acted upon with alacrity and enthusiasm so that the employee is, indeed, conveying to the user (e.g., the principal to the teacher, the principal to the parent, the teacher to the student) that the underlying organization philosophy of “people are our business” is more than just an empty expression. A successful administrator can manage his or her time by not overscheduling meetings and activities but allowing themselves plenty of time to take care of emergencies and other pertinent tasks.

Alexander (1992) gave instructions on how to do a successful to do list:

1. Get in the habit of writing a TO DO LIST EVERY DAY.
2. Be realistic and aware of the limitations of your time frame.
3. Don't over schedule.
4. Allow a time cushion.
5. Review your list every morning.
6. Add more items as you do them.
7. Before doing each item, ask “Why me?”--delegate when possible.
8. Group related activities. (p. 92)

Alexander also developed a method for analyzing your to do list:

Necessity. Scrutinize each task to be sure it is necessary. All too often we continue to do things past usefulness (e.g., monthly reports where information is no longer used).

Appropriateness. Who should perform the task (i.e., appropriateness to department and/or skill level)? Reassignment of work beneath your skill level helps you and the organization.

Effectiveness. Is this a task you should be doing now, positioned against your priorities and goals?

Efficiency. Once satisfied you are doing necessary, appropriate, and effective work, ask, "Is there a better way?" Look for faster methods, better procedures. (p. 93)

Buck (1997) stated that describing the effective principal is a complex process.

Many authors have addressed the subject, each providing a slightly different look at the job and the person who fills it.

Dull (as cited in Buck, 1997) listed four characteristics of effective principals.

These characteristics are as follows:

1. Visionary role. Comprehensive mental model of effective schooling, goal setting, and sharing, communicating the school's academic mission, becoming an instructional agent.
2. Facilitator role. Listening and affirming, coordinating and aligning curriculum, teaching, assessing, grouping pupils for instructional purposes, depending upon others.
3. Evaluator role. Monitoring instructional program, gathering intelligence, assessing teacher performance in classroom, and scrutinizing student progress.
4. Improver role. Coping with weakness, staff developer, problem solver, training and modeling provider, and "letting go." (p. 9)

Covey et al. (1994) pointed out the relationship between the urgent and the important through the use of a four-quadrant matrix. These quadrants include preparation, prevention, values clarification, crises, and pressing deadlines. Covey et al. described the various characteristics of people who live in each quadrant:

Quadrant I: These people experience stress, burnout, are always involved in crisis management, and find themselves constantly "putting out fires."

Quadrant II: The people who operate from this quadrant exhibit vision and perspective. They have a balance in their lives. Discipline and control also typify their lives.

Quadrant III: These people have a short-term focus. They also are involved with crisis management. They usually develop the reputation of having a chameleon-type character. They tend to see goals and plans as worthless. They feel victimized and out of control.

Quadrant IV: These people exhibit total irresponsibility. They are likely to be fired from their jobs. They are constantly dependent on others for the basics. (pp. 152-154)

Prochaska-Cue (1995) described 13 timely tips for more effective personal time management:

1. Spend time planning and organizing. Using time to think and plan is time well spent. In fact, if you fail to take time for planning, you are, in effect, planning to fail. Organize in a way that makes sense to you. If you need color and pictures, use a lot on your calendar or planning book. Some people need to have papers filed away; others get their creative energy from their piles. So forget the “shoulds” and organize your way.
2. Set goals. Goals give your life, and the way you spend your time, direction. When asked the secret to amassing such a fortune, one of the famous Hunt brothers from Texas replied: “First you’ve got to decide what you want.” Set goals, which are specific, measurable, realistic, and achievable. Your optimum goals are those which cause you to “stretch” but not “break” as you strive for achievement. Goals can give creative people a much needed sense of direction.
3. Prioritize. Use the 80-20 rule originally stated by the Italian economist Vilfredo Pareto who noted that 80 percent of the reward comes for 20 percent of the effort. The trick to prioritizing is to isolate and identify that valuable 20 percent. Once identified, prioritize time to concentrate your work on those items with the greatest reward. Prioritize by color, number or letter--whichever method makes the most sense to you. Flagging items with a deadline is another idea for helping you stick to your priorities.
4. Use a to do list. Some people thrive using a daily To Do list which they construct either the last thing the previous day or first thing in the morning. Such people may combine a To Do list with a calendar or schedule. Others prefer a “running” To Do list, which is continuously being updated. Or, you may prefer a combination of the two previously described To Do lists. Whatever method works is best for you. Don’t be afraid to try a new system--you just might find one that works even better than your present one!
5. Be flexible. Allow time for interruptions and distractions. Time management experts often suggest planning for just 50 percent or less of one’s time. With only 50 percent of your time planned, you will have the flexibility to handle interrupt-

ions and the unplanned “emergency.” When you expect to be interrupted, schedule routine tasks. Save (or make) larger blocks of time for your priorities. When interrupted, ask Alan Lakein’s crucial question, “What is the most important thing I can be doing with my time right now?” to help you get back on track fast.

6. Consider your biological prime time. That’s the time of day when you are at your best. Are you a “morning person,” a “night owl,” or a late afternoon “whiz?” Knowing when your best time is and planning to use the time of day for your priorities (if possible) is effective time management.

7. Do the right thing right. Noted management expert, Peter Drucker, says “Doing the right thing is more important than doing things right.” Doing the right thing is effectiveness; doing things right is efficiency. Focus first on effectiveness (identifying what is the right thing to do), then concentrate on efficiency (doing it right).

8. Eliminate the urgent. Urgent tasks have short-term consequences, while important tasks are those with long-term, goal-related implications. Work towards reducing the urgent things you must do so you’ll have time for your important priorities. Flagging or highlighting items on your To Do list or attaching a deadline to each item may help keep important items from becoming urgent emergencies.

9. Practice the art of intelligent neglect. Eliminate from your life trivial tasks or those tasks that do not have long-term consequences for you. Can you delegate or eliminate any of your To Do list? Work on those tasks that you alone can do.

10. Avoid being a perfectionist. In the Malaysian culture, only the gods are considered capable of producing anything perfect. Whenever something is made, a flaw is left on purpose so the gods will not be offended. Yes, some things need to be closer to perfect than others, but perfectionism, paying unnecessary attention to detail, can be a form of procrastination.

11. Conquer procrastination. One technique to try is the “Swiss cheese” method described by Alan Lakein. When you are avoiding something, break it into smaller tasks and do just one of the smaller tasks or set a timer and work on the big task for just 15 minutes. By doing a little at a time, eventually you’ll reach a point where you’ll want to finish.

12. Learn to say “no.” Such a small word--and so hard to say. Focusing on your goals may help. Blocking time for important, but often not scheduled, priorities such as family and friends can also help. But first you must be convinced that you and your priorities are important--that seems to be the hardest part in learning to say “no.” Once convinced of their importance, saying “no” to the unimportant in life gets easier.

13. Reward yourself. Even for small successes, celebrate achievement of goals. Promise yourself a reward for completing each task or finishing the total job. Then keep your promise to yourself and indulge in your reward. Doing so will help you maintain the necessary balance in life between work and play. As Ann McGee-Cooper says, “If we learn to balance excellence in work with excellence in play, fun, and relaxation, our lives become happier, healthier, and a great deal more creative.” (pp. 3-4)

Delegation. Kobert (1980) pointed out four reasons why people do not delegate:

1. Personal choice--The administrator enjoys doing the particular task himself or herself.
2. Economic choice--The administrator feels that he or she can finish the job by the time someone else could be taught the job.
3. Ego choice--The administrator thinks that no one else can do the task as well as he or she can.
4. Personal choice--The administrator does not want to interrupt someone else's job. (pp. 55-56)

According to Buck (1997), delegation develops the skills, initiative, knowledge, and competence of others in the organization, serving as a means of training. Finally, delegation allows for decisions to be made at the lowest level possible. The principal must keep the secretary abreast of what is going on in the school. Winwood (1990) felt that the executive must keep the secretary informed of all scheduled and nonscheduled activities.

Meetings. The average administrator has to attend numerous meetings every week. MacKenzie (1972) explained that many meetings should not take place at all. These meetings include those where the superior cannot or will not make a decision on a matter. Januz and Jones (1981) found that a number of top executives and their subordinates determined a strong leader is important for having effective meetings. Meetings should be held when important matters need attention.

Januz and Jones (1981) offered several alternatives to meetings:

1. Routing schedules. Information can be sent to all persons who normally would be called together for a meeting. The participants then send any feedback via a memo.
2. Idea notebooks. The notebook contains a problem to be solved or a goal to be achieved. Everyone who would like is free to jot ideas or comments.
3. Conference calls. The need for face-to-face meetings is greatly reduced with this technique.

4. Computer conferencing. Ideas can be sent from person to person at any time. A great deal of time is saved over face-to-face meetings or even conference calls. (pp. 93-94)

Lakein and MacKenzie (as cited in Rees, 1986) contended that, if the goal is time management, the following practices should become habitual:

1. Three administrative activities are recommended initially: the physical separation of papers delineating type A and B activities; the maintenance and updating of a list of these tasks; and the immediate documentation of deadlines or the required completion dates, if known, on the one master planning calendar. Centralizing this information is imperative if unrealistic task commitments are to be avoided.
2. The final 15 minutes of each day should be assigned to planning the following day's activities. Both type A and B tasks should be included, if at all possible, and this list should remain on the desk as a reminder in the morning.
3. Interruptions should be minimized by establishing some office norms--for example, opening the office door when carrying out type B activities, closing it for type A activities, or adjusting one's desk or chair to avoid visual contact, and hence unnecessary chatter, with casual passers-by.
4. A task, once started, should be carried out to completion, even if it means staying late (but only on a rare occasion). Several implications are embedded in this statement. One, tasks should be broken down into smaller, shorter, and generally more manageable sub-tasks. Too, the individual can then assign an amount of time considered appropriate for the completion of each of those tasks or sub-tasks assigned before the task is carried out should be revised accordingly after the task is completed; moreover, both times should be recorded in the time log.
5. The time log should be completed and analyzed every few months to maintain the "Hawthorne effect," the process of self-awareness, self-monitoring, and hence self-development for a more effective management of time. These documents should be kept so that the actual time spent on a particular task can be referred to at a later date. Such a procedure may avoid unrealistic target dates, or, more to the point, unrealistic expectations of oneself or one's employees. (pp. 12-13)

Thus, the identification, analysis, evaluation, and monitoring of oneself is the preliminary step for effective management of self and, hence, of time. Logically, that stage leads into the next one, the merging or integration of the individual's activities with that of the organization.

Administrators should rid themselves of time consuming perfectionism and add hours of productive time each week. Alexander (1992) explained that administrators

should not strive for perfection. Instead of having routine memos and letters redone due to minor errors, unless the correspondence is important, let them go as is. Assistants should be allowed to draft replies to correspondence as long as the administrator makes clear what he or she wants the letter to say. Also, being neat does not necessarily equate with being efficient. Many times, straightening up is just an excuse for putting off a job. Also, administrators should not be hesitant about sharing their work, because most co-workers are pleased to help when asked.

J. J. Mayer (1995) listed a Daily Agenda Sheet. He said one should not worry about putting too much on one's Daily Agenda Sheet. The important thing is to get an idea of how one plans to spend the day and to get the feel of scheduling and controlling time (see Figure 1 for an example).

Things To Do Today	Things I Actually Did
8:00	8:00
9:00	9:00
10:00	10:00
11:00	11:00
12:00	12:00
1:00	1:00
2:00	2:00
3:00	3:00
4:00	4:00
5:00	5:00

Figure 1. Example of a daily agenda sheet.

Email is a form of on-line communication where persons can exchange ideas and suggestions by using the computer. Taylor (1993) compiled the following list to help school administrators control interruptions:

1. Schedule a "quiet hour" several times daily when no calls are taken and no visitors seen.
2. Use an office layout placing the desk out of view of people passing outside.
3. Accumulate questions, assignments, and comments for others. Present them all at once. Encourage others to do the same.
4. Allot time in the schedule to accommodate interruptions.
5. Maintain a tally of interruptions and speak with the worst offenders. Avoid storing materials others will frequently need in the office.
6. Use the quiet hour to work on high-priority tasks.
7. Set time limits for visitors. (pp. 204-206)

Procrastination. Procrastination, a frequent time waster, can be considered a postponing of what can be done at the present and putting it off until another time. One of the causes of procrastination is many people postpone making decisions until they are absolutely sure the answer is the right one. MacKenzie (1972) reported that the best decision is no good if it is made too late. Furthermore, if a wrong decision is made and made early, time remains for corrections. MacKenzie went on to say, if a person is committed to a course of action, good results can occur even if the best of decisions was not made. Winston (1994) also warned of the tendency to be a perfectionist as a cause of procrastination.

LeBoeuf (1979) revealed the pitfalls of the habit of procrastination:

1. Waste of the present. A person cannot change the past, nor make the future arrive sooner. The only dimension he or she has is the present. The procrastinator wastes the present. Worse yet, procrastination is habit forming.
2. An unfulfilled life. Accomplishment and enjoyment each day are hallmarks of the fulfilled life. For the procrastinator, today never has to count for anything, because there is always tomorrow. The vacuum created in the present is filled with tasks, which do not lead to fulfillment.
3. Boredom. Boredom is a failure to use present moments constructively.
4. The anxiety of working under pressure. The person who waits until the last minute to accomplish tasks provides numerous opportunities to fill one's life with anxieties.

5. Important goals. While people have goals for the future, the actions that lead to their accomplishment occur in the present. By putting off those actions, a person also puts off the accomplishment.
6. The constant plague of unsolved problems. Many problems left unsolved will not go away, but will simply become larger. The procrastinator is faced with solving large problems instead of small ones.
7. Continuous frustration.
8. Poor health. The procrastinator puts off getting symptoms checked by a physician, replacing work-out brakes or bad tires.
9. A mediocre career. Delay in acting on opportunity, getting additional education, or making important contacts means missing out on advancement in one's career.
10. A life of indecision. Each decision a person makes is an opportunity to gain some control over his or her future instead of being the master of it.
11. Poor interpersonal relationships. When conflict arises, the procrastinator shies away from further contact instead of attempting to resolve conflict.
12. Fatigue. Struggling all day with doubt, indecision, delay, frustration, and boredom, the procrastinator should find it no surprise he or she is tired. (pp. 134-139)

Stegman and MacKenzie (1985) believed that school executives should recognize that meetings have the capacity to waste enormous amounts of time. Recommended solutions to combat the abuse of time during meetings are (a) set clear goals for meetings, (b) avoid unnecessary meetings, (c) set time limits on meetings and on discussion topics, (d) provide advance agendas and expect participants to come prepared, (e) invite only those people needed, and (f) start and end on time and adhere to the agenda. Administrators should, at all costs, avoid poor usage of their time.

Lunenburg and Ornstein (1991) listed some time management tips for harried school administrators. The authors stated that they should get control of their time by using the following management techniques:

Use a notebook with an agenda and calendar and carry it with you. If properly implemented, this notebook should evolve into a portable administrative resource center.

Start each day with a 5-minute meeting with your secretary. You can increase your secretarial staff's efficiency greatly by outlining your priorities and goals daily.

Go through your mail and in-box, handling any piece of paper only once. No communication that comes across your desk should require more than one reading. After you have read it, route it, file it, act on it, or toss it.

Delegate. Deciding what, when, how, and to whom to delegate are formidable administrative decisions.

Learn to say no. Don't get stuck on tasks and responsibilities that don't correspond to your priorities.

Control visitors, especially the "drop-in" kind. Instruct your secretary to answer as many questions as possible, refer calls to other appropriate staff, take information from callers, and pass on to you only those calls you need to take.

Put a large wastebasket to use. It usually takes more time to locate vaguely recalled "old treasures" than they are worth. If you can't act on it and it isn't worth filing, throw it out.

Streamline meetings. Provide each person with an agenda prior to the meeting. Note whether each item is intended as information or requires action.

Use your subconscious time to your advantage. Research shows many creative decisions can result from subconscious processing of conscious concerns. Try submitting pending matters to your subconscious at bedtime and let it work in them all night.

Clean off your desk every night before you leave. A cluttered desk wastes time and is a sure sign of disorganization to anyone who enters your office. Starting the day with a desk piled with yesterday's concerns is demoralizing. (p. 167)

Ramsey (1996) offered these time management tips for principals:

Set and enforce deadlines.

Stress goal setting (for you and others).

Model daily planning (have a plan for the day--every day).

Simplify paperwork (i.e., form letters, dictation, etc.)

Attend only meetings where your presence makes a difference.

Work on the big-ticket items first.

Match effort to the importance of the task.

Block out time for planning.

Use your secretary or assistant as a buffer.

Delegate tasks that others can do better and faster than you can.

Beat procrastination. Don't put off--"Just do it!" (p. 372)

Buck's Findings Regarding Time Management

Buck (1997) discovered several things about the practices of Alabama administrators in his study. From his findings, he concluded the following:

1. The school grade structure (i.e., Kindergarten through Grade 5, Grades 6-8, or Grades 9-12) tends to impact the use of the time management practices of responding principals.
2. The gender of the principals in Buck's (1997) study tended somewhat to impact their use of time management practices.
3. Neither the degree held by the principal, age of the principal, nor the number of years' experience in the principalship tended to significantly impact the use of time management practices of the respondents. Only formal training in time management seems likely to bring about improvement.
4. Principals in Buck's (1997) study tended to set deadlines, both for themselves and for others, to help guide the accomplishment of tasks.
5. Alabama principals tended to use less frequently those time management practices that dealt with the planning of tasks.
6. Alabama principals tended to use less frequently those time management practices that dealt with scheduling their day.
7. Alabama principals tended to use less frequently those time management practices that involve the use of a secretary.
8. Taken as a whole, principals in Buck's (1997) study utilized the time management practices on this instrument almost exactly in the middle of the Likert-type scale.
9. Although most principals in Buck's (1997) study utilized the capabilities of a word processing program, those who used electronic mail or voice mail were in the minority.

CHAPTER 3

METHODOLOGY

This study utilized a questionnaire research design. The first purpose of the study was to compare the time management practices of principals in three southern states. The second purpose of the study was to determine whether secondary and middle level principals from all three states use similar time management practices. Finally, the relationship between how these principals actually spend their time and how they would prefer to spend their time was examined.

This chapter describes the research design, data collection, procedures, and data analysis. Subjects for this study came from three states: Alabama, Mississippi, and Tennessee.

Research Hypotheses

The research hypotheses for this study were as follows:

1. There will be no significant difference among the time management practices identified by Alabama, Mississippi, and Tennessee principals.
2. There will be no significant difference regarding the time management practices identified by secondary and middle school principals in Alabama.
3. There will be no significant difference regarding the time management practices identified by secondary and middle school principals in Mississippi.

4. There will be no significant difference regarding the time management practices identified by secondary and middle school principals in Tennessee.

5. There will be a significant difference between the time management practices that principals report that they use and those that they prefer to use.

Research Question

What time management practices will respondents most frequently identify as being helpful to them?

Instrumentation

This research study was designed to use a survey instrument. The instrument consisted of three specific sections. Section 1 of the instrument was designed to secure demographic information regarding the respondents. Nine items were included in Section 1. Section 2 of the instrument was designed to include 66 items. These items were initially developed in a study completed by Buck (1997). Each item addressed specific practices that may contribute to the effective management of time.

Respondents were asked to select those practices that they actually employed and the practices that they would prefer for the same item. The design of the instrument allowed the respondents to circle the practice that they employed in the left column and to respond to practices they would prefer to employ in the right column. The final section of the instrument was open-ended. Each respondent was asked to list the three time management practices that they employ that are most helpful.

Buck's (1997) instrument is a modification of an instrument developed by Calabrese (as cited in Tanner & Atkins, 1990). Tanner and Atkins stated that the instrument's content validity was established through a review of the instrument by six school administrators. The reliability was found to be .89.

The instrument for the present study was judged for content validity by a panel of three judges. To be selected as a judge, each person must have earned a doctorate degree, served at least 1 year as an administrator in a public school system, and attended a time management workshop at least once in his or her professional career.

A class of at least 50 students at The University of Alabama was administered the instrument on a pilot basis to ensure reliability. Participants completed both columns of the instrument. Cronbach coefficient alpha was calculated to determine the reliability of all Likert-type scale items. The researcher sought at least a .68 reliability score.

Population and Sample

The population for this sample was middle and secondary public school principals in the states of Alabama, Mississippi, and Tennessee. For the purposes of this study, a middle level principal was one who was the principal of a school with any combination of Grades 6 through 8. A secondary principal was one who was a principal of a school with any combination of Grades 9 thru 12.

At the time of this study, there were 239 middle level and 348 secondary public school principals in Alabama. Mississippi employed 167 middle level and 399 secondary public school principals, while Tennessee reported that there were 290 middle level and 282 secondary principals in their states.

Stratified random sampling methods were used to insure that an appropriate sample was selected from each state. A table of random numbers was assigned, and principals were selected through this method. The sampling consisted of 20% of the principals who held middle and secondary school principalships in each state.

Data Gathering

The data for this study were supplied through a researcher-developed questionnaire. All study participants received a packet of information that contained a cover letter, a questionnaire, a self-addressed stamped envelope, and a pencil to record responses. Respondents were asked to return the questionnaire within 5 days. A second letter was submitted to those who had not responded after a 14-day period. The envelope contained a letter that appealed for a response. Phone calls, emails, and faxes were placed to those subjects who did not respond after a 30-day period. Efforts continued until a response rate of at least 50% of those who were mailed the instrument had been attained.

Data Analysis

Several methods were used to analyze data collected for this study. They were as follows:

1. Demographic data were analyzed through the use of percentages and frequencies.
2. Hypothesis 1 was analyzed through the use of analysis of variance procedures.
3. *t* tests applied to each item were used to analyze Hypotheses 2-5.

4. The research question was analyzed by frequency and percentage methods to determine the practices most identified by participants as helpful to them.

CHAPTER 4

DATA ANALYSIS

Chapter 4 consists of a reiteration of the research question and hypotheses that guided this study. The demographic information regarding the participants and the results from the instrument are discussed.

The purposes of this study were to determine whether principals in three southern states employ similar time management practices, whether secondary and middle school principals from all three states (as separate groups) employ similar time management practices, and whether principals as a collective group are using the time management practices they would prefer to use.

Research Question

The following research question was used to direct this study: What time management practices will respondents most frequently identify as being helpful to them?

Null Hypotheses

1. There will be no significant difference among the time management practices identified by Alabama, Mississippi, and Tennessee principals.
2. There will be no significant difference regarding the time management practices identified by secondary and middle school principals in Alabama.

3. There will be no significant difference regarding the time management practices identified by secondary and middle school principals in Mississippi.

4. There will be no significant difference regarding the time management practices identified by secondary and middle school principals in Tennessee.

5. There will be a significant difference between the time management practices that principals report that they use from those that they prefer to use.

Statistical analysis utilizing ANOVA (univariate analysis of variance) was conducted for overall analysis of practices identified by each state. *t* tests were conducted for analysis of practices for the two groups within each state. A formal request was submitted to the Institutional Review Board at the University of Alabama at Birmingham. Approval was granted to conduct the pilot test and the research study (see Appendix A). Dr. Truman Atkins and Dr. Frank Buck (see Appendix B) granted permission to the researcher to use the Time Management Rating Instrument.

Content Validity and Pilot Testing

A panel of three judges reviewed the instrument for content validity. Content validity is very crucial in finding the relationship between concept and indicator (Litwin, 1995). Each judge had earned a doctorate degree, had served at least 1 year as an administrator in a public school system, and had attended a time management workshop at least once in his or her professional career. The judges were asked to determine the following regarding the questions on the survey (see Appendices C and D): ambiguity, whether the directions were understandable and easy to follow, questions that needed to be omitted, improvements to be made, and whether the length of the questionnaire was appropriate.

A pilot study was conducted with a class of approximately 50 students at The University of Alabama. Each student was given a questionnaire, a cover letter stating the purpose of the study, and the procedures for completing the questionnaire. The questionnaire was returned to the researcher in a sealed envelope. The purpose of the pilot study was to ascertain the reliability of the questionnaire. Pedhazur and Schmelkin (1991, as cited in Causey, 2001) stated that pilot testing ensures practical and theoretical relevance. Cronbach's coefficient alpha was calculated to determine the reliability of all Likert-type scale items in Section 2 of the survey. The reliability score was .84, which is an acceptable score. This score indicated that the questions were reliable and the questions on the instrument were consistent.

After the pilot study was completed and the instrument was validated, a packet of information was mailed to the principals participating in the study. Each principal received a cover letter (Appendix E), a questionnaire (Appendix F), and a self-stamped addressed envelope. The State Department of Education had been contacted for a list of all middle and secondary schools in the targeted states. The principals were then selected using a table of random numbers.

Questionnaire Distribution and Data Gathering

A total of 400 questionnaires were mailed to middle and secondary level principals in Alabama, Mississippi, and Tennessee. Best and Kahn (1986) stated that the larger the sample, the smaller the magnitude of sampling error. This was done by using a stratified, random sampling method. Questionnaires were mailed to 138 Alabama principals, 130 Mississippi principals, and 132 Tennessee principals. Of the 400 questionnaires mail-

ed, 137 were returned within the first 2 weeks. After 2 weeks, telephone calls were made, and a follow-up letter (Appendix G) was sent to the principals asking and encouraging them to return the questionnaire to the researcher for completion of the study. Seventy-one principals responded within 2 weeks after receiving a follow-up letter. The researcher had a return rate of 52%. The majority of the surveys ($n = 75$) were returned from the state of Mississippi.

Demographic Information

In the first chapter, an assumption was made that the middle and secondary principals would represent the population sample, allowing the researcher to conduct statistical analysis and generalize to the population.

Figures 2-11 illustrate the demographic characteristics for the respondent in the study. This information included age, degree earned, gender, ethnic background, type of school administrator, structure of school, undergraduate major, years of experience as a teacher, years in current position and experience in other administrative positions. The data were analyzed using percentage and frequencies.

Of the principals who responded to the questionnaire, those ages 51 years and above constituted 38.5% of the sample population, whereas the 26-35 years age group constituted only 7.7% (Figure 2).

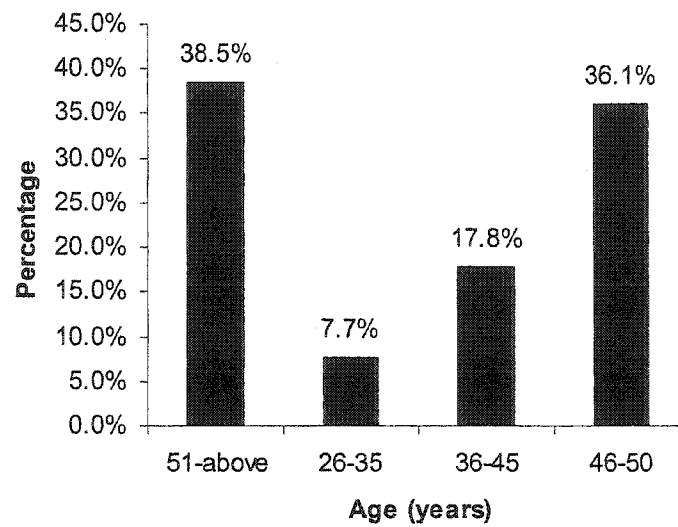


Figure 2. Age of respondents.

Regarding highest degree earned, 50.5% of the sample held a master's degree and, 8.2% reported that they have an earned doctorate (Figure 3).

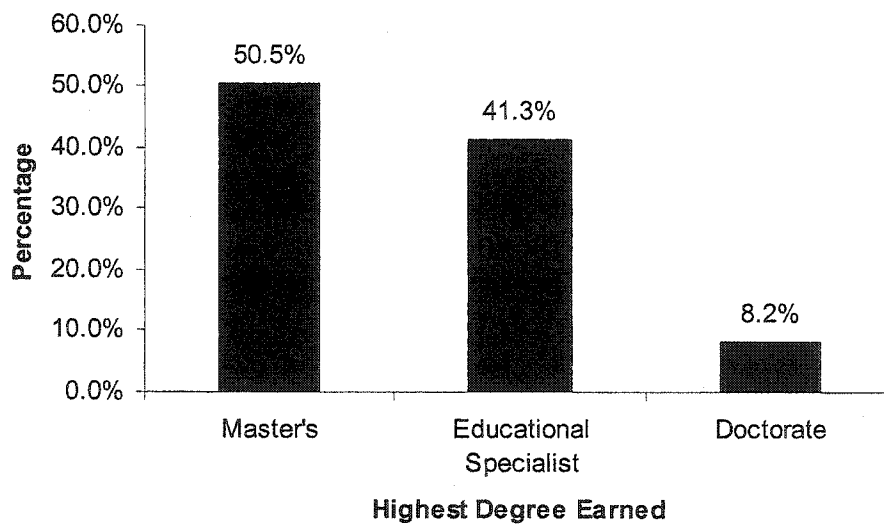


Figure 3. Highest degree earned by respondents.

Regarding the return of questionnaires, male participants dominated, with 68.6% of male principals returning their questionnaires, while only 31.4% of female principals returned questionnaires (Figure 4).

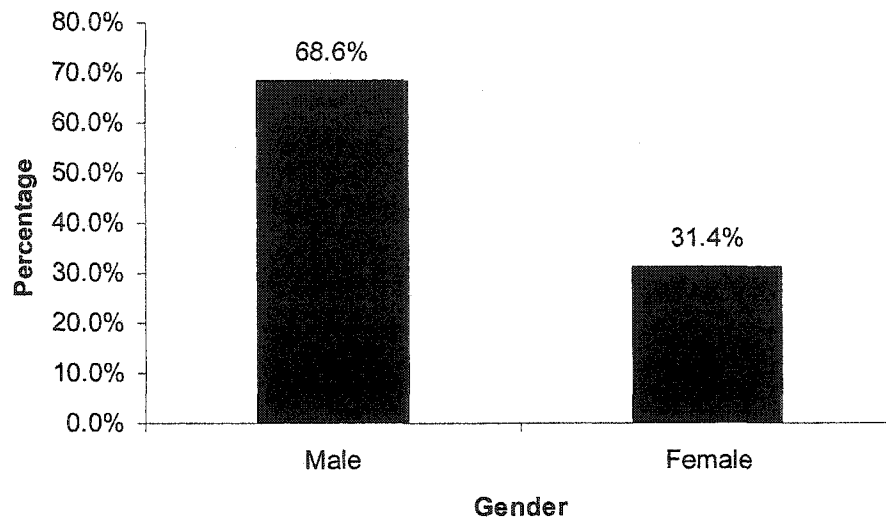


Figure 4. Gender of respondents.

Euro-Americans made up 71.0% of the ethnic population, African Americans made up 23.6%, Hispanic Americans made up 3.0%, and Native Americans made up 2.0% (Figure 5).

Of those principals who responded, 58.2% were high school principals and 41.8% were middle school principals (see Figure 6). There were 43% of the schools that with a Grade 9-12 structure (see Figure 7). Among the undergraduate majors, secondary education yielded the highest percentage of 65.2% (see Figure 8).

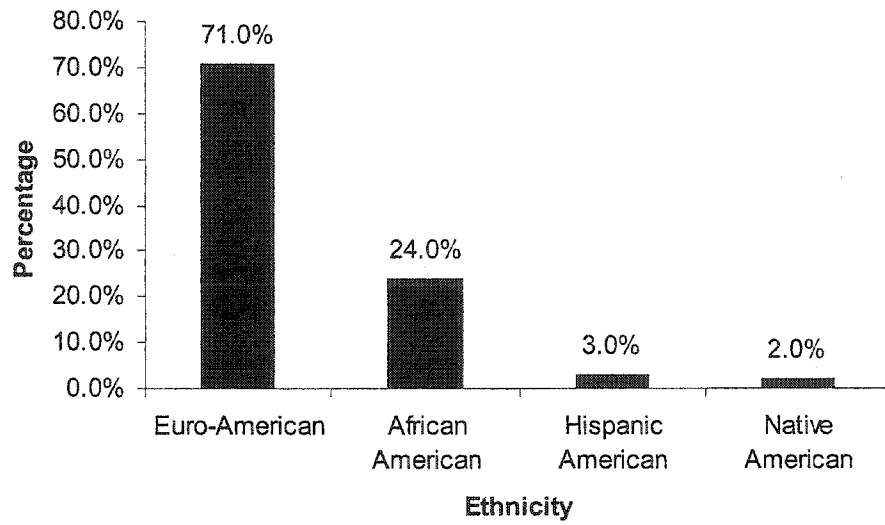


Figure 5. Ethnic background of respondents.

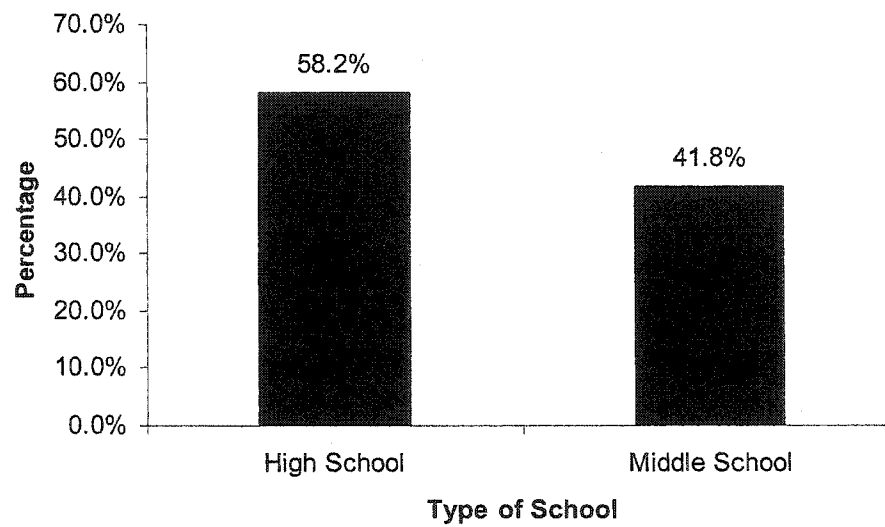


Figure 6. Type of school administered by respondents.

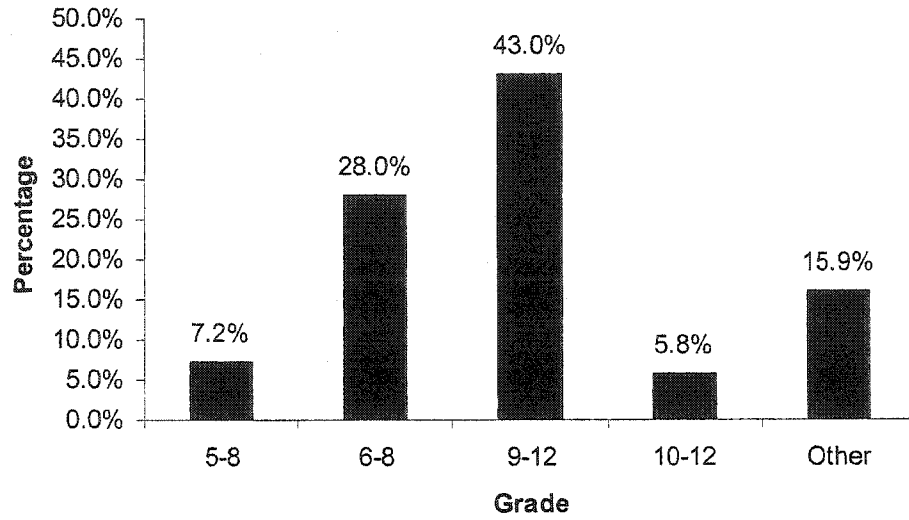


Figure 7. Grade structure of schools administered by respondents.

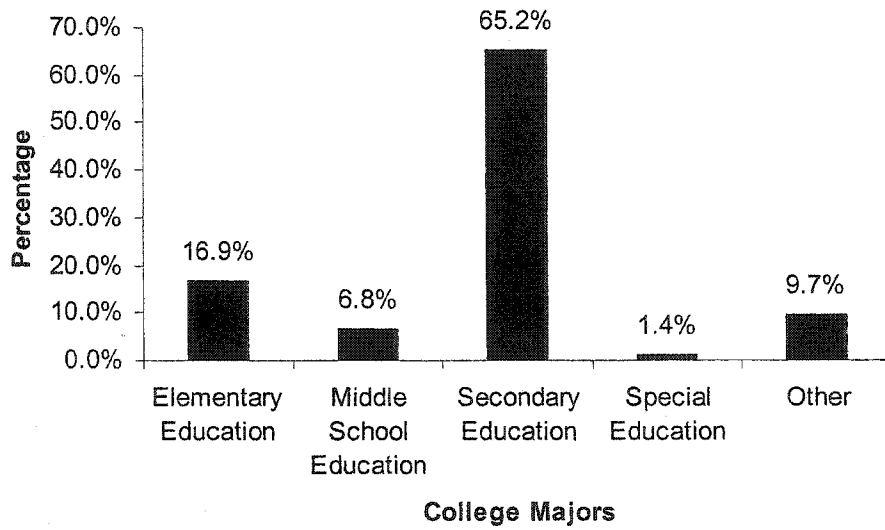


Figure 8. Respondents' college majors.

Figure 9 illustrates the number of years principals had served in their current positions for 0-3 years (30.4%), 4-10 years (44.9%), and 10 years or longer (24.6%).

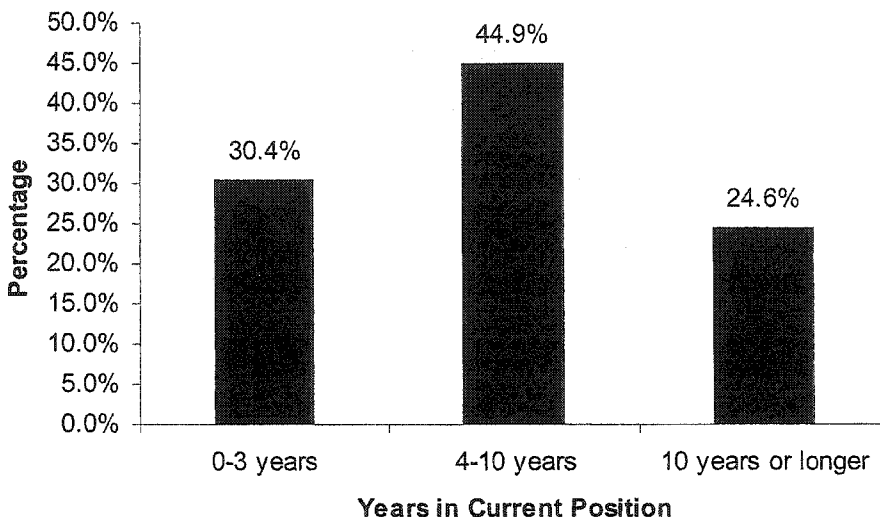


Figure 9. Respondents' years in current position.

Figure 10 reflects the number of years of teaching experience of the principals who had been in their current positions 10 years or longer (61.7%), 4 to 10 years (35.4%), and 0-3 years (2.9%).

Of those principals who responded, 44.9% accounted for 4-10 years in the position as an administrator. Principals with 0-3 years of experience accounted for 39.1% of the sample. Principals with 10 years of experience or more in administration accounted for 31.4% of the sample population (see Figure 11).

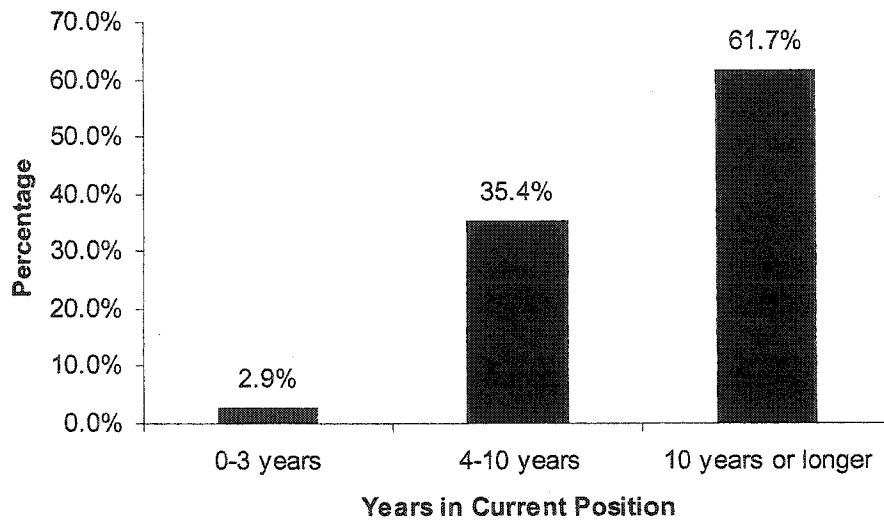


Figure 10. Number of years of teaching experience of principals who had served 10 years or longer in their current positions.

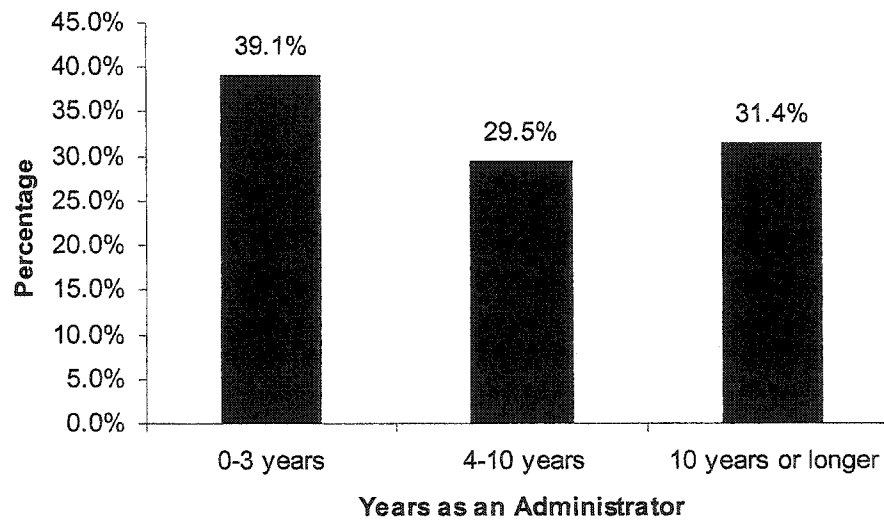


Figure 11. Principals' years of experience in administration.

Results of Data Analysis

Cronbach's alpha reliability coefficients for the instrument scales measuring employment of time management practices and preferred time management practices were .93 and .90, respectively. All null hypotheses for the study were tested at the .05 level of significance.

Time management practices identified by principals in the three states. Null Hypothesis 1 stated, "There will be no significant difference among the time management practices identified by Alabama, Mississippi, and Tennessee principals."

Table 2 provides descriptive statistics of means and standard deviations corresponding to time management practice among three states. There was a significant difference in time management practices among the principals from the three states, $F(1, 205) = 6.237, p = 0.002$. The null hypothesis, therefore, was rejected at the .05 level. This finding indicates that Alabama, Mississippi, and Tennessee principals utilized identified time management practices from the instrument in different ways.

Table 2

Descriptive Statistics of Mean and Standard Deviation Results Related to Time Management Practices Among the Three States

State	<i>M</i>	<i>SD</i>	<i>N</i>
Alabama	303.08	41.85	66
Mississippi	323.83	69.22	75
Tennessee	288.42	64.30	67
Total	305.84	61.64	208

The difference lies between Mississippi and Tennessee, mean difference = 35.42 and $p = 0.001$. Mississippi has a significantly higher total score and mean difference on time management practices than Tennessee, as shown in Table 3.

Time management practices of principals in Alabama. Null Hypothesis 2 stated, “There will be no significant difference regarding the time management practice identified by secondary and middle school principals in Alabama.”

Table 3

Multiple Comparisons of the Mean Differences Among the Three States

State	State	Mean difference	SE	Sig.	95% confidence interval	
					Lower bound	Upper bound
Alabama	Mississippi	-20.75	10.15	.102	-44.54	3.04
	Tennessee	14.66	10.43	.338	-9.78	39.10
Mississippi	Alabama	20.75	10.15	.102	-3.04	44.54
	Tennessee	35.41*	10.11	.001	11.72	59.10
Tennessee	Alabama	-14.66	10.43	.338	-39.10	9.78
	Mississippi	35.41*	10.11	.001	.59.10	-11.72

Note. Sig. = .001.

Table 4 provides descriptive statistics of means and standard deviations for the time management practices identified by secondary and middle school principals in Alabama. There was no significant difference regarding the time management practices identified by middle and secondary principals in Alabama, as shown in Table 5. Results from the t test show no significant difference. Therefore, the null hypothesis was not rejected.

Table 4

Group Statistics of Mean and Standard Deviation for Principals in Alabama

Type of school	<i>N</i>	<i>M</i>	<i>SD</i>	<i>SE</i> mean
Middle school	32	301.56	44.63	7.89
High school	34	304.50	39.68	6.81

Table 5

Independent Samples Test for Time Management Practices of Principals in Alabama

	Levene's test for quality of variance		<i>t</i> test for equality of means				95% confidence interval of the difference		
	<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig.</i> (two-tailed)	Mean difference	<i>SE</i> difference	Lower	Upper
Equal variance assumed	.724	.398	-.283	64	.778	-.294	10.38	-23.68	17.80
Equal variance not assumed			-2.82	62.035	.779	-2.94	10.42	-23.76	17.89

Note. Sig. = .001.

Time management practices of principals in Mississippi. Null Hypothesis 3 stated, "There will be no significant difference regarding the time management practices identified by secondary and middle school principals in Mississippi."

Table 6 provides descriptive statistics of means and standard deviations for the time management practices identified by secondary and middle school principals in Mississippi.

Table 6

Group Statistics of Mean and Standard Deviation for Principals in Mississippi

Type of school	<i>N</i>	<i>M</i>	<i>SD</i>	<i>SE</i> mean
Middle school	27	319.41	66.11	12.72
High school	48	326.31	71.48	10.32

There was no significant difference regarding the time management practices identified by middle and secondary principals in Mississippi, as shown in Table 7. Results from the *t* test show no significant difference. Therefore, the null hypothesis was not rejected.

Table 7

Independent Samples Test for Time Management Practices for Principals in Mississippi

	Levene's test for quality of variance		<i>t</i> test for equality of means					95% confidence interval of the difference	
	<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig.</i> (two-tailed)	Mean difference	<i>SE</i> difference	Lower	Upper
Equal variance assumed	.040	.842	-.412	73	.681	-6.91	16.75	-40.28	26.47
Equal variance not assumed			-.422	57.644	.675	-6.91	16.38	-30.70	25.89

Note. Sig. = .001.

Time management practices of principals in Tennessee. Null Hypothesis 4 stated, "There will be no significant difference regarding the time management practices identified by secondary and middle school principals in Tennessee."

Table 8 provides descriptive statistics of means and standard deviations for the time management practices identified by secondary and middle school principals in Tennessee.

Table 8

Group Statistics of Mean and Standard Deviation for Principals in Tennessee

Type of school	<i>N</i>	<i>M</i>	<i>SD</i>	<i>SE</i> mean
Middle school	28	289.14	61.92	11.70
High school	39	287.90	66.75	10.69

There was no significant difference regarding the time management practices identified by middle and secondary principals in Tennessee, as shown in Table 9. Results from the *t* test show no significant difference. Therefore, the null hypothesis was not rejected.

Table 9

Independent Samples Test for Time Management Practices for Principals in Tennessee

	Levene's test for quality of variance		<i>t</i> test for equality of means					95% confidence interval of the difference	
	<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig.</i> (two-tailed)	Mean difference	<i>SE</i> difference	Lower	Upper
Equal variance assumed	.561	.457	.078	65	.938	1.25	16.05	-30.81	33.30
Equal variance not assumed			.079	60.784	.938	1.25	15.85	-30.45	32.94

Note. *Sig.* = .001.

Time management practices reported by principals that they use and prefer to use. Null Hypothesis 5 stated, "There will be a significant difference between the time management practices that principals report that they use and those they prefer to use."

Paired *t* tests were used to determine whether there was a significant difference between the time management practices that principals report they use and those they report they prefer to use. There was a significant difference between the practices they indicated they employed and practices they indicated they preferred to use, $t(207) = 15.488, p < 0.001$. The practices they preferred have a significantly higher total score. The means and standard deviations of practices they employed and those they preferred are shown in Table 10.

Table 10

Paired Samples Statistics of Means and Standard Deviation of Practices Principals Employ and Practices Principals Prefer to Use

Practice	<i>N</i>	<i>M</i>	<i>SD</i>	<i>SE mean</i>
Employed	305.84	208	61.64	4.27
Preferred	360.59	208	56.53	3.92

The paired difference is shown in Table 11. There was a significant mean difference between the practices principals employed and those they preferred.

Table 11

Mean Difference Between Practices Principals Employed and Practices Principals Preferred

	Paired differences		<i>SE</i> mean	95% confidence interval of the difference		<i>t</i>	<i>df</i>	Sig. (two-tailed)
	<i>M</i>	<i>SD</i>		Lower	Upper			
Practices employed	-54.75	50.99	3.54	-61.72	-47.78	-15.488	207	.000

Except for the practices listed in Table 12, principals preferred to improve on almost all individual practices. The individual practices that principals preferred to use are listed in Table 13.

Table 12

Analysis of Time Management Practices Least Preferred

Practice	Z-value	Asymp. Sig. (two-tailed)
5. Accept telephone calls during meetings and conferences	-1.353	.176
19. Use telephone instead of a letter or memo	-1.922	.055

Note. Asymp. Sig. = 0.00.

Table 13

Most Preferred Time Management Practices Identified by Principals

Practice	Z-value	Asymp. Sig. (two-tailed)
4. Group your returning and initiating telephone calls into one block of time during the day	-8.025	.000
9. Have a secretary refer an unexpected visitor to another administrator's office	-8.012	.000
14. Set aside priorities and work on them in order	-8.256	.000
16. Focus on one task at a time	-8.513	.000
23. Have the minutes of the meeting available	-8.733	.000
33. Act upon paperwork as soon as it reaches your desk	-8.460	.000
48. Keep your desk cleared of all materials except for those needed for top priority projects at the time	-9.281	.000
62. Have your secretary screen unexpected visitors and arrange an appointment	-8.440	.000
64. Use electronic mail to reduce the number of faculty meetings	-8.434	.000

Note. Asymp. Sig. = 0.00.

The research question that guided this study asked, "What time management practices will respondents most frequently identify as being helpful to them?"

Based on the frequency of their responses, the principals identified the following practices as the 10 most helpful (Table 14).

Table 14

Principals' 10 Most Helpful Time Management Practices

Practice	<i>f</i>	%
1. Set weekly administrative staff meetings	166	26.6
63. Use electronic mail as a method for corresponding	39	6.3
51. Allow your assistants to make decisions that relate to their areas of responsibility	35	5.6
29. Keep a daily log of your activities	25	4.0
57. Obtain all facts each time before you make a decision	25	4.0
46. Deal with the most important tasks early in the day	24	3.8
14. Set aside priorities and work on them in that order	23	3.78
15. List on paper your major tasks for the day in a priority order	20	3.2
64. Use electronic mail to reduce the number of faculty meetings	17	2.7
16. Focus on one task at a time	16	2.6

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS FOR PRACTICE, AND RECOMMENDATIONS FOR FURTHER RESEARCH

Introduction

This chapter consists of five sections. The first section provides a summary of the study. The second section details the findings related to the research question and the hypotheses. The third section discusses the conclusions drawn from the findings of the research. The fourth section outlines the implications for practice. The fifth section outlines recommendations for further study.

Summary of Study

This study was completed to determine whether principals from three southern states employ similar time management practices. The study further determined whether secondary and middle level principals from these states employ similar time management practices and whether, collectively principals in general are using time management practices they would prefer to use.

There was one basic research question and five specific null hypotheses. This research question and the hypotheses provided the guide for the research design. The study design was quantitative. A researcher-developed instrument was adapted for this study from studies previously completed by Tanner and Atkins (1990) and Buck (1997; see Appendix F).

Reliability was established through a pilot test. This test was administered to 50 persons. Twenty-five were from the superintendent's academy from The University of Alabama and 25 were doctoral students majoring in Educational Leadership and Administration at The University of Alabama.

The adaptation of the instrument was validated by a panel of three judges, and a reliability coefficient of .84 was calculated for all items. The population consisted of middle and secondary level principals from the states of Alabama, Mississippi, and Tennessee. The sample consisted of 20% of the principals from each state. Stratified random sampling techniques were used to identify the total sample group. A total of 208 usable instruments were returned from the three states. This represented a return rate of 52%. Data analysis was completed through the computation of frequencies, percentages, ANOVA, and *t* tests.

Summary of Findings Related to Demographics

1. A large percentage of the respondents (74.6 %) were over the age of 45 years, whereas the smallest percentage (7.7%) was between the ages of 26 and 35 years. Buck (1997) reported that only 61.1% of the respondents were in the age bracket of 41 to 50 years and respondents of 51 years and above constituted 32%.

2. A majority of principals held masters' degrees. In comparison to Buck's (1997) study regarding highest degree earned by the respondents, 60.2% held masters' degrees, and 39.8% held degrees beyond the master's.

3. Although the number of female principals has increased during recent years, it was noted that a large majority (68.5%) of middle and secondary principals were male.

This finding is similar to Buck (1997), in that 62.8% of the respondents in his study were male.

4. Euro-Americans continue to hold the vast majority of middle and secondary level principalships.

5. Minorities, which consisted of 24% African American, 3% Hispanic, and 2% Native American, held middle and secondary level principalships.

6. The most popular grade structure for middle school was Grades 6-8.

7. The most popular grade structure for high school was Grades 9-12.

8. The highest percentage of principals from this sample had been employed 0-3 years. This finding is different from Buck (1997) who reported that 23.2% of the respondents in his study had only 0-3 years of experience. The researcher of the current study reported 39.1% of principals had 0-3 years of experience.

Summary of Findings Related to Research Hypotheses

Research Hypothesis 1 stated there will be no significant difference among the time management practices identified by Alabama, Mississippi, and Tennessee principals.

There was a significant difference in the time management practices among principals in the states, with the greatest difference being between Mississippi and Tennessee. Mississippi principals' scores indicated a higher level of time management practices than the other two states. Mississippi principals were most efficient and had the best time management practices. Hypothesis 1 was rejected.

Mississippi principals employed more effective time management practices. They identified delegating, prioritizing tasks, planning, setting deadlines, and the use of electronic mail as the best practices for them.

Research Hypothesis 2 stated that there will be no significant difference regarding the time management practices identified by secondary and middle school principals in Alabama. Hypothesis 2 was not rejected.

An independent sample *t* test was used to analyze the data. The findings in Buck's (1997) study were similar in that there was no significant difference in the time management practices of principals in Alabama as a group.

Research Hypothesis 3 stated there will be no significant difference regarding the time management practices identified by secondary and middle school principals in Mississippi. This hypothesis was not rejected.

Middle and secondary school principals registered similar scores regarding their time management practices. The finding in this study produced similar findings to the study of Tanner and Atkins (1990). These researchers concluded that more experienced principals who worked at the secondary and middle levels managed their time in a similar fashion.

Research Hypothesis 4 stated there will be no significant difference regarding the time management practices identified by secondary and middle school principals in Tennessee. This hypothesis was also not rejected. Smith and Andrews (1989) examined the time management practices of elementary and secondary level principals. This study revealed a similar result for this group as was found in this study for middle and secondary school principals.

Research Hypothesis 5 stated there will be no significant difference between the time management practices that principals report that they use from those that they prefer to use. Based upon paired sample *t* tests, principals in all states preferred time management practices that are different from those they actually use.

Principals preferred to use time management practices by employing certain actions. These actions include those identified in Items 4, 9, 14, 16, 23, 33, 48, 62, and 64 on the instrument. This finding is different from the findings of Walker (1990). Walker reported that the top five time management practices identified by principals in his study were problem analysis, judgment, organizational ability, decisiveness, and communication.

Research Question 1 asked, "What time management practices will respondents most frequently identify as being helpful to them?"

The five most helpful practices based on the frequency of responses identified by principals are (a) set weekly administrative staff meetings (Item 1), (b) use electronic mail as a method for corresponding (Item 63), (c) allow assistants to make decisions that relate to their area of responsibility (Item 51), (d) keep a daily log of your activities (Item 29), and (e) obtain all facts each time before making a decision (Item 57).

Conclusions

The following conclusions are based upon the findings of this study:

1. Alabama, Mississippi, and Tennessee principals employed different time management practices. There was a significant difference in the time management practices among principals in the states. There was a great difference in the practices between

principals in Mississippi and Tennessee. The principals in Mississippi had a higher level of time management practices than the other two states. The Mississippi principals identified delegating, prioritizing tasks, planning, setting deadlines, and the use of electronic mail as the best practices for them. Different states prepared principals professionally using various methods. Although Alabama superintendents required principals to attend seminars on financial management, they did not require time management seminars, which are equally important. Mississippi and Tennessee required and provided ongoing professional development for principals. Mississippi offered an administrators academy for prospective administrators. After completion of the academy, administrators were given a manual which included time management practices.

2. Middle and secondary principals (as a separate group) used similar time management practices. There was not a significant difference in the practices of middle and secondary principals in the selected states. Middle and secondary schools were similar in nature; therefore, they would require the same as it relates to time management. The set-up of programs in middle and secondary schools were basically the same. Therefore, similar time management techniques can be used by principals of both middle and secondary schools. These principals apparently had clearly defined goals, high expectations, an environment that is conducive to learning, and an interest in extracurricular activities.

3. Principals from Alabama, Mississippi, and Tennessee identified at least five practices that they used and at least nine practices that they preferred. The principals also identified five time management practices that they considered to be most helpful. From the results of this study, principals identified practices they preferred to use, which included grouping returning and initiating phone calls into one block of time during the day.

Posner (1982) noted some problems executives experience with the telephone: (a) people talk too much, (b) people talk too often, and (c) people lack the talent for cutting calls short and being nice at the same time. Principals also identified having a secretary refer an unexpected visitor to another administrator's office. Colonius and Berlin (1990) found that the most effective managers seem to agree that nothing comes close to the skills of a talented secretary who screens calls, diverts mails, and steers visitors in and out. Often-times, assistants will take care of the visitors while the principal continues with the duties and responsibilities of managing the school.

Principals identified that they prefer to set aside priorities and work on them in that order. Covey et al. (1994) stated that putting things first is an issue at the very heart of life. If tasks are prioritized in a things to do list, this would allow time for other responsibilities to be completed during the day. Baker and Holmberg (1996) also believed that an administrator should choose a reasonable number of time robbers from the list and place them in order of importance to the administrator.

The middle and secondary school principals in this study also identified some helpful time management practices as described in the following paragraphs.

Administrators should set weekly administrative staff meetings. To run an effective school program requires maximum communication between the principal and his or her assistants and remaining staff. Face-to-face sessions are invaluable because of the immediate give and take that is possible when staff gathers to discuss problems and select solutions. Weekly staff meetings eliminate the guessing as to when and where the next meeting will be held. Usually with weekly staff meetings, only the agenda is left to be decided. Certainly, current local school and system-wide goals dictate the agenda.

Electronic mail should be used as a method for corresponding. In this era of technology, time constraints, and added duties, electronic corresponding is an ideal means of communicating. Computers form the backbone of most classrooms, media centers, and administrative offices. Throughout America, computers are an invaluable tool in education. A computer is the ideal tool for corresponding with staff and others in lieu of face-to-face sessions. Electronic mail can be an effective communication tool because all parties involved can receive and send messages. Allied with a fax machine, the computer makes an even more effective means of communication. Electronic mail also eliminates the hassle of writing daily announcements and memorandums.

Administrators should allow assistants to make decisions that relate to the assistants' areas of responsibility. Sharing power is a problem faced by all principals. Some share willingly, some share grudgingly, and some do not share at all. Decision making as an administrator is a complicated process that has been recognized by boards of education. Boards of education develop job descriptions as a guide.

Principals, in developing efficient assistants, are adding to his or her strengths. The principals in this study believed that allowing assistants to assist in making decisions can make his or her daily tasks easier. Rees (1986) believed that time management practices must be managed and time must come under the control of the user, not control the user.

Implications for Practice

Principals should follow certain practices to ensure that they are successful.

1. The principal should schedule weekly meetings with the administrative staff to discuss student achievement, improvement in the school programs, discipline, professional growth of the staff, and the goals and mission of the school.

2. The principal should use electronic mail as a method for corresponding. With the technological revolution sweeping through the schools, electronic mail provides employees with information that is accessible and convenient. The advent of technology has added to the array of the educational environment. Electronic mail can be considered the new media of communication and is a time saver for principals who utilize it.

3. The principal should allow assistants to make decisions that relate to their areas of responsibility. Principals should empower their assistants to make decisions that would allow them to focus on other areas. Principals should not take on all the duties and responsibilities within the school. If the principal's assistants are given the opportunity, they can be involved in the decision-making process of the school.

4. The principal should keep a daily log of activities. Principals should possess a list of tasks to accomplish on a daily basis. Buck (1997) emphasized that principals must learn to prioritize activities and distinguish between those that are desired and those that are required. The to-do list allows the pencil and paper to grasp and hold tasks to be completed, while the executive concentrates on their completion.

5. The principal should obtain all facts each time before making a decision. Making important decisions is a vital part of a principal's success. Making the right decisions

will alleviate present and future problems that may arise. The principal must break the problem down, analyze its parts, and reach a decision.

6. University preparation programs should focus on goal setting and improving the time management practices of principals and prospective administrators. The principal is the key to a good school. Bossert, Dwyer, and Rowen (as cited in Buck, 1997) identified the areas of human relations, organization, decision making, planning, and organizing as being central areas of the principal's leadership role. Time management should also be included among the areas listed above to improve the productivity of the principals. Principals should set goals for themselves and try to accomplish as many of them as possible. Success depends on the interdependency between collaboration and goals. Shipman et al. (1983) identified goal setting as one of the components of time management. These authors stated that there is a relationship of what one may consider as components of time management. Educational leadership training programs should train potential administrators to establish a clear common purpose and a set of performance goals to accomplish in a certain period of time. This would be included as part of their training as principals/administrators.

7. Administrators such as supervisors, fiscal officers, and superintendents should practice sound time management techniques. If these persons managed their time more effectively, the output and success of the school system would improve greatly. Prioritizing tasks and making the right decisions would play an important part in the daily operations of the system.

A review of the literature focused on the time management practices of principals as an instructor, leader, and manager of the school facility and the effectiveness of man-

aging their time. Virtually all of the literature has focused on administrators not having enough time to complete tasks. Bittel (1991) stated that, in order for one to accomplish goals, one must allow sufficient time for performance. It is expected that time management skills should increase with educational level. Buck (1997) stated that school systems can take the initiative by offering time management seminars to their current and aspiring principals as a part of their professional development programs.

State departments of education should include time management practices as one of the areas to evaluate principals and administrators. The Professional Education Personnel Evaluation Program of Alabama does not contain any items related to time management in their evaluation manual. If this area were included in the Professional Education Personnel Evaluation Program of Alabama process, principals would have an opportunity to learn and utilize the various time management techniques. This would improve the effectiveness of the principal's leadership tremendously.

Recommendations for Further Research

Based on this study, the following recommendations for future research have been formulated:

1. A national study should be conducted that employs similar research techniques.
2. A study that employs qualitative research techniques should be employed that focuses on a select group of subjects.
3. A study that uses superintendents as subjects should be conducted. This study should examine the perceptions of staff assistants and secretaries regarding the time management practices of their superintendents.

5. A study that examines the relationship of administrators' success as leaders to time management practices should be conducted.

6. A study that compares the time management practices of school principals to administrators in business and government should be completed.

7. A study should be conducted that identifies how departments of education include time management practices in their evaluation process for principals.

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APPENDIX A

INSTITUTIONAL REVIEW BOARD APPROVAL



Form 4: IRB Approval Form
 Identification and Certification of Research
 Projects Involving Human Subjects

The Institutional Review Board for Human Use (IRB) has an approved Multiple Project Assurance with the Department of Health and Human Services and is in compliance with 21 CFR Parts 50 and 56 and ICH GCP Guidelines. The Assurance became effective on January 1, 1999 and the approval period is for five years. The Assurance number is M-1149.

Principal Investigator: LARRY, CLEO DENISE

Co-Investigator(s):

Protocol Number: X020924006

Protocol Title: *A Study of Time Management Use and Preferred Time Management Practices of Middle and Secondary School Principals in Selected Southern States*

The IRB reviewed and approved the above named project on 10/21/02. The review was conducted in accordance with UAB's Assurance of Compliance approved by the Department of Health and Human Services. This Project will be subject to Annual continuing review as provided in that Assurance.

This project received EXPEDITED review.

IRB Approval Date: 10/21/02

Date IRB Approval Issued: 10/24/02

Marilyn Doss, M.A.
 Vice Chair of the Institutional Review
 Board for Human Use (IRB)

Investigators please note:

The IRB approved consent form used in the study must contain the IRB approval date and expiration date.

IRB approval is given for one year unless otherwise noted. For projects subject to annual review research activities may not continue past the one year anniversary of the IRB approval date.

Any modifications in the study methodology, protocol and/or consent form must be submitted for review and approval to the IRB prior to implementation.

Adverse Events and/or unanticipated risks to subjects or others at UAB or other participating institutions must be reported promptly to the IRB.

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APPENDIX B

PERMISSION TO USE TIME MANAGEMENT INSTRUMENT

Truman T. Atkins, Ed.D.
P. O. Box 1687
Lafayette, GA 30728
Phone: 706-764-1686
Fax: 706-764-1112

January 17, 2003

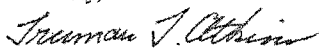
Ms. Cleo D. Larry, Principal
North Birmingham Elementary School
2620 35th Avenue North
Birmingham, AL 35207

Dear Ms. Larry:

Thank you for your request to use the "Time Management Rating Scale" in your study. As I have already given you permission by phone, you now have my written permission to use the instrument in its entirety or in part, as you have proposed.

Best wishes to you on your study. If I may assist you in the future, please let me know.

Sincerely,



Truman T. Atkins

GRAHAM SCHOOL

403 CEDAR STREET
TALLADEGA, ALABAMA 35160
Telephone: (256) 315-5777
Fax: (256) 315-5781

"Learning Keeps the World Turning"

DR. FRANK BUCK
PRINCIPAL

October 23, 2001

Ms. Cleo Larry
Principal
North Birmingham Elementary School
2620 35 Ave. North
Birmingham, AL 35207

Dear Ms. Larry:

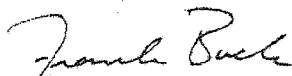
I am delighted to hear you are conducting research in the area of time management. In particular, I think the focus you have chosen is particularly important and will make a significant contribution to the existing body of literature.

As principals, we generally know how we need to spend our days in order to turn vision into reality. We also know, far too well, how the demands on our time can divert us from the course we would like to follow. A study, such as yours, which sheds light on this perplexing problem will be of value to every principal, aspiring principal, and everyone involved in the professional development of principals.

You have my permission to use the survey which I used in my dissertation and modify it, if needed, to suit the needs of your particular study. If I can offer any assistance, please know that you can call on me.

Congratulations on reaching this point in your program. I wish you the best of luck as you conduct and publish your research.

Sincerely,



Frank Buck, Ed.D.

An Alabama Reading Initiative "Literacy Demonstration Site"

APPENDIX C

LETTER TO JUDGES FOR CONTENT VALIDITY ON INSTRUMENT

Cleo D. Larry
5450 Allen Avenue S.W.
Birmingham, Alabama 35221

December 17, 2002

Dr. Martha S. Barber
Director of Eastern Area Schools
Birmingham City Schools
Birmingham, Alabama 35202

Dear Dr. Barber:

I am conducting a research study regarding time management under the leadership of Dr. Harold L. Bishop and Dr. Dave Dagley of the University of Alabama in Tuscaloosa and the University of Alabama at Birmingham. The results of this study will be used in a doctoral dissertation.

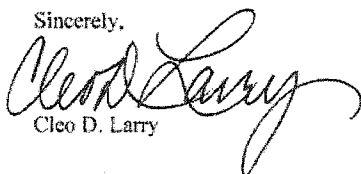
I am requesting that you examine and substantiate my instrument to determine the content validity. Would you please analyze the enclosed questionnaire and consider the following questions:

1. Are any of the questions ambiguous? If so, please identify and explain.
2. Are the directions easy to follow?
3. Is the length of the questionnaire appropriate? Comments
4. Are there any suggestions or additional changes to be made on this instrument?

I will accept any changes or suggestions that you may offer for improving my instrument. I have enclosed a self-addressed, stamped envelope for the return of your reply.

Your attention and cooperation in this matter is greatly appreciated.

Sincerely,


Cleo D. Larry

Cleo D. Larry
5450 Allen Avenue S.W.
Birmingham, Alabama 35221

December 17, 2002

Dr. Michael Wilson, Principal
Whatley Elementary School
549 43rd Street, North
Birmingham, Alabama 35202

Dear Dr. Wilson:

I am conducting a research study regarding time management under the leadership of Dr. Harold L. Bishop and Dr. Dave Dagley of the University of Alabama in Tuscaloosa and the University of Alabama at Birmingham. The results of this study will be used in a doctoral dissertation.

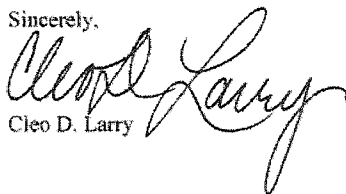
I am requesting that you examine and substantiate my instrument to determine the content validity. Would you please analyze the enclosed questionnaire and consider the following questions:

1. Are any of the questions ambiguous? If so, please identify and explain.
2. Are the directions easy to follow?
3. Is the length of the questionnaire appropriate? Comments
4. Are there any suggestions or additional changes to be made on this instrument?

I will accept any changes or suggestions that you may offer for improving my instrument. I have enclosed a self-addressed, stamped envelope for the return of your reply.

Your attention and cooperation in this matter is greatly appreciated.

Sincerely,


Cleo D. Larry

Cleo D. Larry
5450 Allen Avenue S.W.
Birmingham, Alabama 35221

December 17, 2002

Dr. Claudia J. Williams
Director Curriculum and Instruction
Birmingham City Schools
Birmingham, Alabama 35202

Dear Dr. Williams:

I am conducting a research study regarding time management under the leadership of Dr. [doctoral dissertation] Dr. Dave Dagley of the University of Alabama in Tuscaloosa and the University of Alabama at Birmingham. The results of this study will be used in a doctoral dissertation.

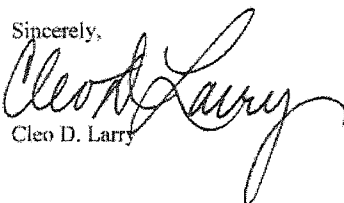
I am requesting that you examine and substantiate my instrument to determine the content validity. Would you please analyze the enclosed questionnaire and consider the following questions:

1. Are any of the questions ambiguous? If so, please identify and explain.
2. Are the directions easy to follow?
3. Is the length of the questionnaire appropriate? Comments
4. Are there any suggestions or additional changes to be made on this instrument?

I will accept any changes or suggestions that you may offer for improving my instrument. I have enclosed a self-addressed, stamped envelope for the return of your reply.

Your attention and cooperation in this matter is greatly appreciated.

Sincerely,


Cleo D. Larry

APPENDIX D

LETTERS FROM PANEL OF JUDGES VALIDATING INSTRUMENT



Dr. Martha S. Barber
Acting Director of Elementary Schools

February 20, 2003

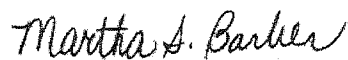
Ms. Cleo Larry
5450 Allen Avenue
Birmingham, Alabama 35221

Dear Ms. Larry:

I have examined your questionnaire pertaining to time management among middle and secondary school principals. After examining your questionnaire, I find that the information contained in it will be useful in the field of educational administration. The instrument is easily understood, not vague, and the length is appropriate.

I wish you the greatest success as you move forward with your research. If you have questions relative to this survey, please feel free to contact me at (205) 231-3798.

Sincerely yours,



Dr. Martha S. Barber

MSB/kbw

"FOR OUR CHILDREN. FOR OUR FUTURE"
P. O. Box 10007 • Birmingham, AL 35202 • Telephone: 205.231.3798

Whatley Elementary School
549 45th Street North
Birmingham, AL 35222
(205) 231-3800 fax (205) 231-3854

Michael Wilson, Ph.D., Principal

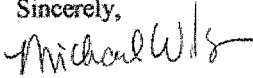
February 26, 2003

Ms. Cleo Larry
Principal
North Birmingham School

Dear Ms. Larry,

I read your survey and found it to be extremely interesting. The wording made it easy to read and understand. I see no problems with this survey.

I would like to wish you the best of luck to you in completing your dissertation. If I may be of further assistance please let me know.

Sincerely,

Michael Wilson



BIRMINGHAM
CITY SCHOOLS

Dr. Claudia J. Williams
Acting Curriculum and Instruction Officer

Phone (205) 231-4758
Fax (205) 231-4790

January 16, 2003

Mrs. Cleo Larry
North Birmingham Elementary
2620 35th Avenue, North
Birmingham, AL 35207

Dear Mrs. Larry:

After reviewing your questionnaire, I find it to be a quality instrument. It is precise, clean and usable.

I wish you much success in your endeavor to acquire your doctoral degree.

Sincerely,
Claudia J. Williams

Claudia J. Williams, Ed. D.
Acting Curriculum and Instruction Officer

CJW/tam

"FOR OUR CHILDREN. FOR OUR FUTURE."
P.O. Box 10007 • Birmingham, AL 35202 • Telephone: 205.231.4600

APPENDIX E

LETTERS TO MIDDLE AND SECONDARY LEVEL PRINCIPALS

Cleo D. Larry
5450 Allen Avenue S. W.
Birmingham, Alabama 35221
Phone (205) 744-8859
Fax (205) 231-3596

January 14, 2003

Dear Principal:

You are being asked to participate in a research study regarding time management. Your participation involves answering questions on a survey about the time management practices you employ and the practices you would prefer to use. There is no way of anyone being identified in any publication as a result of participating in this study. All information obtained from this study will be kept confidential.

The results of this study will be used in a doctoral dissertation. You will receive no direct benefit from participation in this study, but these findings will offer suggestions to other administrators on how to manage their time more effectively and still be successful.

If you have any questions or concerns, you may contact Ms. Shelia Moore, Director of the UAB Institutional Review Board at (205) 934-3789 or (800) 822-8816 (press option #1 and ask the operator for extension 4-3789) Monday through Friday from 8:00 a.m. to 5:00 p.m, central time.

I have included a self-addressed stamped envelope for the return of the survey. I can be reached at the above address. Please return the survey within 5 days of receiving it. Thank you for participating in this study. I look forward to hearing from you soon.

Sincerely,

Cleo D. Larry

Enclosures:

Questionnaire survey

APPENDIX F

TIME MANAGEMENT RATING SCALE INSTRUMENT

Survey Instrument

Directions: Please respond to each item below. This questionnaire seeks your perception regarding how you manage your time and how you prefer to manage your time. The questions have been developed in two separate sections. The first section seeks demographic information. The second section seeks information regarding your use of time while on the job and the practices you prefer to employ.

Section I
Demographic Information
Personal and Work-Related Matters

Directions: Check the spaces for each item below that describes your personal situation.

1. Your age is:
 26-35
 36-45
 46-50
 51-above

 2. Highest degree earned is:
 Masters
 Educational Specialist
 Doctorate

 3. Gender:
 Male
 Female

 4. Ethnic Background:
 Euro-American Asian American
 African American Native American
 Hispanic American Other (please specify) _____

 5. Type of school administrator:
 Middle
 High School
- Please specify the structure of your school:
 6-8 9-12 Other
 5-8 10-12

6. Undergraduate major:
____ Elementary education
____ Middle school education
____ Secondary education
____ Special education
____ Other (Please specify) _____
7. Years experience as a teacher:
____ 0-3
____ 4-10
____ 10 and above
8. Years experience in current position:
____ 0-3
____ 4-10
____ 10 and above
9. Experience in other administrative positions:
____ 0-3
____ 4-10
____ 10 and above

Section II

Below are 62 items that describe time management practices that you may employ. Column 1 provides an 8-item scale of practices that you actually employ. Column 2 provides a scale of your preferences for employing these practices. First, circle the item under each number that reflects your actual use of the practice and second, circle the item under each number that reflects your preference for employing the item.

Practices You Employ								Do you:	Practices You Prefer							
Never/Rarely				Very Often/Always					Never/Rarely				Very Often/Always			
1	2	3	4	5	6	7	8	1. have a secretary answer your telephone calls?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	2. have a secretary screen calls by referring them to other offices or staff members?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	3. have a secretary handle routine information calls for you?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	4. group your returning and initiating telephone calls into one block of time during the day?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	5. accept telephone calls during your meetings and conferences?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	6. keep your telephone calls brief?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	7. have a secretary make your appointments?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	8. place a limit on meetings with unexpected visitors?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	9. have a secretary refer an unexpected visitor to another administrator's office?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	10. schedule your day by appointment only?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	11. schedule your day into large blocks of time?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	12. set aside a portion of your day for accepting any unscheduled visitors, staff, or students?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	13. schedule your day in a completely uninterrupted block of time?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	14. set aside priorities and work on them in that order?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	15. list on paper your major tasks for the day in a priority order?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	16. focus upon one task at a time?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	17. set deadlines for yourself and your staff for decisions to be made?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	18. outline replies to letters and have a secretary write or type the letters?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	19. use the telephone instead of a letter or memo?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	20. state and end meetings at scheduled times?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	21. stick to and complete agenda items in the scheduled meeting time?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	22. summarize the major points of discussion at the end of the meeting?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	23. have the minutes of the meeting available 24 to 48 hours after the meeting?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	24. set deadlines for committee work?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	25. use a system of "ad hoc" committees?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	26. set weekly administrative staff meetings?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	27. hold lunch meetings?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	28. conduct meetings which last over 90 minutes?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	29. keep a daily log of your activities?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	30. plan projects in advance and in writing?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	31. scan reading materials before deciding to read them thoroughly?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	32. separate printed materials into "must read," "should read," and "don't bother" categories?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	33. act upon paperwork as soon as it reaches your desk?	1	2	3	4	5	6	7	8

Practices You Employ								Practices You Prefer								
Very								Very Often/								
Never/Rarely				Often/Always				Do you:	Never/Rarely				Always			
1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	34. send professional reading materials to staff members without reading it?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	35. have a secretary open, read, and prioritize your incoming letters and memos?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	36. have a secretary screen and reroute mail?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	37. group your letter and memo reading and responding into one block of time during the day?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	38. dictate to a secretary in person and/or use a dictating device?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	39. take work home?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	40. work longer hours than your assistants?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	41. find yourself doing your assistant's tasks?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	42. accomplish your top priority items for each day?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	43. refer incoming correspondence to staff members and direct that they handle the matter?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	44. plan more tasks each day than you can handle?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	45. start projects sooner than necessary in order to reach your deadline?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	46. deal with the most important tasks early in the day?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	47. attempt to be a perfectionist in everything you do?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	48. keep your desk cleared of all materials except for those needed for your top priority project at the time?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	49. respond immediately to correspondence by writing on the bottom of received correspondence and returning to sender?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	50. have a secretary do all of your filing?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	51. allow our assistants to make decisions that relate to their area of responsibility?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	52. have your assistants read articles in professional journals and/or magazines and report back to you?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	53. say "no" to unreasonable requests made by your superior?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	54. stand up while meeting with an unannounced visitor who arrives at your office?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	55. have a secretary remind you when your appointed visits go past the scheduled time?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	56. schedule appointments with your assistants and/or teachers at their work stations?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	57. obtain all facts each time before you make a decision?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	58. act upon decisions as soon as they are made?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	59. Delay making a decision for fear you might make a mistake?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	60. deal with an unexpected visitor outside your office when possible?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	61. have your secretary, when you are unavailable, tell the callers a specific time to call back?	1	2	3	4	5	6	7	8
1	2	3	4	5	6	7	8	62. have your secretary screen unexpected visitors and arrange an appointment?	1	2	3	4	5	6	7	8

Please list below, the three practices from the list above that you have found to be most helpful.

1. _____

2. _____

3. _____

APPENDIX G
FOLLOW-UP REQUEST TO PRINCIPALS

Cleo D. Larry
5450 Allen Avenue S. W.
Birmingham, Alabama 35221
Phone (205) 744-8859
Fax (205) 231-3596

February 3, 2003

Dear Principal:

Several weeks ago, you should have received a questionnaire/survey regarding the time management practices you employ and those you prefer to use. To this date, I have not received your questionnaire.

The entire questionnaire/survey can be completed in just a few minutes. Will you please take the time and complete the questionnaire and return it to me in the self-addressed stamped envelope as quickly as possible. The results are needed for the final phase of my doctoral dissertation entitled, "A Study of Time Management Use and Preferred Practices of Middle and Elementary School Principals in Selected Southern States."

Your reply will be greatly appreciated. Thank you for your cooperation in this matter.

Respectfully yours,

Cleo D. Larry

**GRADUATE SCHOOL
UNIVERSITY OF ALABAMA AT BIRMINGHAM
DISSERTATION APPROVAL FORM
DOCTOR OF EDUCATION**

Name of Candidate Cleo D. Larry

Graduate Program Educational Leadership

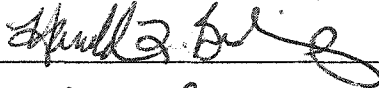




Title of Dissertation A Study of Time Management Use and Preferred Time

Management Practices of Middle- and Secondary-School

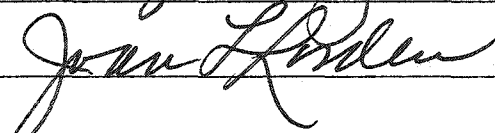
Principles in Selected Southern States

I certify that I have read this document and examined the student regarding its content. In my opinion, this dissertation conforms to acceptable standards of scholarly presentation and is adequate in scope and quality, and the attainments of this student are such that she may be recommended for the degree of Doctor of Education.

Dissertation Committee:

Name		Signature
<u>Harold Bishop</u>	Co-Chair	<u></u>
<u>David L. Dagley</u>	Co-Chair	<u></u>
<u>Authuree Campbell</u>		<u></u>
<u>Margaret Rice</u>		<u></u>
<u>William B. Rogan</u>		<u></u>

Director of Graduate Program 

Dean, UAB Graduate School 

Date 6/21/2003