

A STUDY OF PRINCIPAL'S PERCEPTIONS REGARDING TIME MANAGEMENT

By

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AN ABSTRACT OF A DISSERTATION

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Department of Curriculum and Instruction

College of Education

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Manhattan, Kansas

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## ABSTRACT

The purpose of this study was to identify where secondary public school principals are spending their time while at school by using the population of secondary school principals in Nevada as a study group. A secondary purpose was to identify any statistically significant differences between how Nevada secondary public school principals spend their time in relation to grade configuration: middle school vs. high school, the size of the building they serve, age of the principal, gender of the principal, years of administrative experience and annual yearly progress classification.

All secondary principals in the state of Nevada were sent the Time Management for Secondary School Principals' survey instrument with a (Likert-type) rating scale developed by the researcher.

Two statistically significant differences emerged as a result of this study. One, principals of schools with student enrollments of 1,001 students or more rate themselves as spending more time on management items than do principals with student enrollments of 1,000 students or less. Two, females rate themselves as spending more time on instructional leadership items than do their male counterparts. Also, the need to focus on critical components of instructional leadership so that principals can adequately address the 43% of schools not making annual yearly progress in Nevada is discussed.

The intent of this study was to identify areas where time was being wasted so that recommendations could be provided to help principals balance their time

in a more efficient manner. Principals identified strategies that could prevent focusing all their efforts on managerial issues and allow time for instructional leadership activities. Also, the perception vs. reality and practice vs. theory topics are discussed in relation to time management and instructional leadership. The findings derived from this study are reported in chapter 4 and recommendations to principals regarding effective time management strategies based on responses of Nevada principals are reported in chapter 5.

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## TABLE OF CONTENTS

TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	xvi
LIST OF FIGURES.....	xix
CHAPTER 1: Introduction.....	1
Overview of the Issues.....	2
Principal's Tasks.....	2
Competency Defined.....	2
Time as an Issue.....	3
Time Management.....	4
Statement of the Problem.....	5
Purpose of the Study.....	6
Identifying Time Expenditures.....	6
Providing Guidance.....	6
Research on the Issue.....	7
The Research Questions.....	8
Research Question # 1.....	8
Research Question # 2.....	8
Research Question # 3.....	8
Research Question # 4.....	8
Significance of the Study.....	8
The Sample.....	9
Intent of the Survey.....	9

Uses of the Findings.....	10
Limitations of the Study.....	10
Population and Returns.....	11
Email Filtering.....	11
Definitions of Terms.....	12
Summary.....	14
CHAPTER 2: Review of the Literature.....	15
Introduction.....	15
Historical Perspective on Time Management.....	16
The Changing Principalship.....	16
Time as a Resource.....	17
Time Management.....	17
Time Wasters.....	18
Five Time Wasters, List I.....	18
Five Time Wasters, List II.....	19
Seven Time Wasters, List III.....	19
Four Time Wasters, List IV.....	20
Five Time Wasters, List V.....	20
Time Robbers.....	21
Characteristics.....	22
What Not To Do.....	23
What to Do.....	23
In School, But Out of the Office.....	24

Away From School.....	24
Repeated Calls or Visits.....	25
Procrastination.....	25
Seven Steps toward Urgency.....	25
Five Steps against Procrastination.....	26
Telephone.....	27
Dealing with Interruptions.....	28
Keep the Paper Moving.....	29
Information Management Flowchart.....	30
Four Dispositions of “Paper” .....	30
Efficiency Tips.....	31
Meetings.....	32
Making Meetings Efficient.....	33
Interruption Management.....	34
Creating Discretionary Time.....	35
Nine Steps toward Discretionary Time.....	36
Selective Abandonment.....	37
Ten Tips.....	38
E-mail Management.....	40
CLEAR Model.....	40
Five Ways of Managing Email.....	41
Technology.....	42
Delegation.....	43

Five Stages of Delegation.....	43
Six Steps to Effective Delegation.....	44
Instructional Leadership .....	45
Instructional Leadership Defined.....	45
Effective Instructional Leadership.....	46
Public Expectations.....	47
5 Traits of Successful Leaders.....	48
7 Guiding Principles.....	49
ISSLC standards.....	49
Principal Time Management Studies.....	51
Gorman Study.....	51
Ghosey Study.....	51
Duffey Study.....	52
Mintz Study.....	52
Katz Study.....	52
Edwards Study.....	52
Wells Study.....	52
Summary.....	53
CHAPTER 3: Methodology.....	55
Research Questions.....	55
Research Question # 1.....	55
Research Question # 2.....	56
Research Question # 3.....	56

Research Question # 4.....	56
Study Design.....	56
Nature of Investigation.....	56
Survey Instrument.....	57
Data Collection.....	58
Three Categories of Survey Instrument.....	58
Sample.....	58
Reliability and Validity.....	58
Expert Panel Feedback.....	59
Resultant Changes.....	59
Pilot Study.....	59
Tailored Design Method.....	61
Survey Procedures.....	62
Sample Survey Population.....	63
Treatment of Data.....	63
Response Rate.....	64
Addressing Response Rate.....	64
Chi Square Analysis.....	64
Comparative Study Subsets.....	65
Statistically Addressing Research Questions.....	65
Research Question # 1.....	65
Research Question # 2.....	65
Research Question # 3.....	66

Research Question # 4.....	66
Protection of Human Subjects.....	66
Role of the Researcher.....	66
Rationale to Superintendents.....	66
Encouragement of Principals.....	67
Summary.....	67
CHAPTER 4: Data Results and Analysis.....	68
Introduction.....	68
Description of the Survey Sample.....	68
Description of the Survey Instrument.....	69
Chi Square Analysis.....	69
Demographic Illustrations.....	70
Age of respondents.....	70
Gender of respondents.....	71
Number of years teaching experience.....	72
Number of years as a building principal.....	73
Annual Yearly Progress.....	73
Types of schools.....	74
Research Questions and Data Analyses.....	75
Research Question 1.....	75
Frequency tables for sample.....	75
Frequencies, Means, and Standard Deviations of Management and/or Organization.....	78

Frequencies, means and Standard Deviations of Instructional Leadership Items.....	80
Frequencies, Means, and Standard Deviations of Entire Sample.....	81
Research Question 2.....	84
Rank Ordered Mean Scores for Instructional Leadership.....	85
Rank Ordered Mean Scores for Management and Organizational items.....	86
Rank Ordered Mean Scores for the Entire Sample.....	87
Research Question 3.....	89
Descriptive Group Statistics: School Level by Management and Instruction.....	89
2X3 ANOVA: School Level by Management and Instruction.....	90
Descriptive Group Statistics: School Level by Management and Instruction.....	91
2X5 ANOVA: School Size by Management and Instruction.....	92
Descriptive Group Statistics: Principals Age by Management and Instruction.....	93
2X3 ANOVA: Principals Age by Management and Instruction.....	94

Descriptive Group Statistics: Principals Gender by Management and Instruction.....	95
2X2 ANOVA: Principals Gender by Management and Instruction.....	96
Descriptive Group Statistics: Administrative Experience by Management and Instruction.....	96
2X3 ANOVA: Administrative Experience by Management and Instruction.....	97
Descriptive Group Statistics: Annual Yearly Progress Classification by Management and Instruction.....	98
2X3 ANOVA: Administrative Experience by Management and Instruction.....	99
Research Question 4.....	99
10 Most Commonly Reported Strategies.....	99
10 Least Commonly Reported Strategies.....	100
Summary.....	101
CHAPTER 5: Discussion, Recommendations, Implications, and suggestions for Future Research.....	103
Introduction.....	103
Overview of the Study.....	103
Addressing the research questions.....	106
Discussion of findings.....	107

Implications.....	116
Recommendations for future research.....	119
Summary.....	120
REFERENCES.....	124
APPENDIX A: Cover Letter.....	131
APPENDIX B: WCSD Research Application.....	132
APPENDIX C: CCSD Research Application.....	137
APPENDIX D: Survey Instrument.....	143

## List of Tables

Table 1: Response rate frequency ratings for the entire sample.....	76
Table 2: Frequencies, number of respondents per item (N), means, and standard deviations of the 25 management and/or organizational items .....	79
Table 3: Frequencies, number of respondents per item (N), means, and standard deviations of the 18 instructional leadership items...	80
Table 4: Frequencies, number of respondents per item (N), means, and standard deviations of the 43 instructional leadership, management and/or organizational items.....	82
Table 5: Rank ordered mean scores, number of respondents per item (N), and standard deviations of the 18 instructional leadership items....	85
Table 6: Rank ordered mean scores, number of respondents per item (N), and standard deviations of the 25 management and organizational items.....	86
Table 7: Rank ordered mean scores, number of respondents per item (N), and standard deviations of the 43 instructional leadership, management and/or organizational items.....	87
Table 8: Descriptive Group Statistics: School Level by Management and Instruction.....	90
Table 9: 2X3 ANOVA: School Level by Management and Instruction.....	91
Table 10: Descriptive Group Statistics: School Level by Management	

and Instruction.....	92
Table 11: 2X5 ANOVA: School Size by Management and Instruction.....	93
Table 12: Descriptive Group Statistics: Principals Age by Management and Instruction.....	94
Table 13: 2X3 ANOVA: Principals Age by Management and Instruction.....	95
Table 14: Descriptive Group Statistics: Principals Gender by Management and Instruction.....	95
Table 15: 2X2 ANOVA: Principals Gender by Management and Instruction.....	95
Table 16: Descriptive Group Statistics: Principals Gender by Management and Instruction.....	96
Table 17: 2X3 ANOVA: Administrative Experience by Management and Instruction.....	97
Table 18: Descriptive Group Statistics: Annual Yearly Progress Classification by Management and Instruction.....	98
Table 19: 2X3 ANOVA: Administrative Experience by Management and Instruction.....	99
Table 20: 10 most common strategies used by principals.....	100
Table 21: 10 least common strategies used by principals.....	100
Table 22: Top five mean competency scores for management and/or organizational items.....	109
Table 23: Top five mean competency scores for instructional leadership Items.....	109

Table 24: 2X2 ANOVA: School size by management and Instruction.....111

Table 25: 2X2 ANOVA: Principals Gender by Management  
and Instruction.....113

## List of Figures

Figure 1: Age of respondents.....	71
Figure 2: Gender of respondents.....	72
Figure 3: Number of years teaching experience of respondents.....	72
Figure 4: Number of years served as a building principal.....	73
Figure 5: Annual yearly progress classification.....	74
Figure 6: Type of school administered by respondents.....	74

# CHAPTER 1

## INTRODUCTION

With hundreds of decisions to make in a day, managing time in such a way that allows principals to prioritize issues effectively is a necessity. Therefore, arming school principals' with time management strategies to cope with the multitude of tasks faced on a daily basis is vital to success and longevity. The profession is complex and demanding with continuous change, high stakes testing, dealing with people and a myriad of tasks both planned and unplanned (e.g. phone calls, meetings, email, discipline). Therefore, it is critical that principals take control of their lives and identify ways to efficiently make use of their time. Equipped with the ability to control time, principals will not be at the mercy of the endless demands but will be able to hone instructional leadership skills, and focus on sustaining strong learning environments for students, staff and community (Wells, 1993).

Fitzwater (1996) stated that time management helps school administrators get off the treadmill. He found that many school administrators lack the ability to organize time in such a way to accomplish more in less time by doing things differently. Time cannot be borrowed, stored, or recycled; thus, time management ultimately means self-management in relation to a non-controllable resource.

The heart of any time management strategy consists of focusing on results. Setting goals and working to achieve them is a literature based time management strategy that administrators need to employ in their daily routines

(e.g. Hedges, 1991; Ramsey, 1996). Fitzwater (1996) argued that it is imperative for school administrators to make conscientious allocations of time due to the diversity of the job, unusual schedule, and variety of publics that must be served.

This chapter is organized into the following sections: an overview of issues, statement of the problem, purpose of the study and Research Questions; significance, assumptions and limitations of the study; definition of terms; and summary.

### *Overview of the issues*

The position of being a school principal is perhaps the most demanding in the field of education (Buck, 1993). Lovely and Smith (2004) asserted that based on personal experience, the principalship is one of the hardest jobs in education today. Many campus administrators spend 12 to 14 hours per day trying to meet the needs of those who depend on them for leadership and guidance while attempting to be catalysts for change (Cunningham, 2000).

De Cicco (1985) stated that “effective school management requires managers who succeed in carrying out the organizational goals of their schools, utilizing the following leadership skills: planning (deciding how to accomplish the organization's goals); organizing (doing the necessary preparation); staffing (filling positions with the right people); directing (motivating staff so that goals are achieved); controlling (guiding the organization in the proper direction); and decision making (which underlies everything the manager accomplishes)” (p.5)

De Cicco (1985) defined the competent principal as one who chooses a time frame that fits the planning agenda, and develops strategies to monitor progress. Leadership is a basic part of management, and loyalty and respect are gained through merit (Tracey, 2004). Furthermore, according to DeCicco, the

four attributes of a successful school principal are intelligence, expression and image, leadership and management ability, and "guts".

The position of school principal has become complex and pressure packed in the era of accountability and high-stakes testing. It is imperative that leaders find more sophisticated ways to manage their time while attempting to identify ways to help students succeed (Lovely & Smith, 2004; Berlin, et al., 1988). According to Fitzgerald (1996), men and women in these positions work long hours, harassed by pressures from within and without, as they attempt to manage an impossible workload. Much of the available educational time management research indicates that there are not enough hours in a day for principals to accomplish everything that needs to be done (e.g. Buck, 2003; Edwards, 1990; Ghosey, 1987). To combat this lack of time, principals must decide what is most important and then manage time accordingly.

Many principals find themselves reacting to their environment rather than taking control of it. Balancing their own priorities with what others consider are important is a challenge for every school level leader. Tewel (1993) suggested that "leaders grow accustomed to responding quickly to multiple demands in attempts to prevent unanticipated emergencies, while simultaneously attending to larger issues that focus on whole school development" (p. 49).

Hedges (1991) found many administrators waste time on low priority items, often without realizing it, and only recently has research on time management categorized time-wasting activities according to the level of difficulty required to correct them (e.g. Cross & Rice, 2000; Hager, 2006). From

the research, Hedges created two categories of time wasters, easy to correct and difficult to correct. The easy to correct time wasters includes the following items:

- Poor filing system
- Absence of priorities
- Open-door policy
- Inadequately trained secretaries
- Too many meetings
- Telephone interruptions
- Lack of delegating skill

The more difficult to correct time wasters includes the following items:

- Negative work environment
- Heavy staff turnover
- Handling student discipline
- Inability to deal with visitors
- Hasty action without proper thought
- Trying to cope with too many tasks (p.37)

Time management can be viewed as a systematic approach to taking control of the issues that confront people on a day to day basis (Emmett, 2000).

Research indicated that most time management techniques require minimal common sense strategies (Crouch, 2005; Hemphill, 2000; Kobert 1980). In fact, many researchers agreed that time management requires little effort, yet it promotes efficient work practices by highlighting insignificant items that lead to

effective use of time by focusing on high priority activities (Lebouf, 1979; Paul, 2003).

Prochaska-Cue (1995) stated that personal time management does not solve problems; it reveals problems, and provides a structure to implement and monitor solutions. While there is no one size fits all approach to time management, there is however, a wide variety of research based tactics to address each time consuming activity. This indicated that utilizing the correct strategy and approach that matches each person's personality makes the best sense (Buckingham & Clifton, 2001; Mayer, 1995). William Penn was once quoted as saying, "Time is what we want most but what, alas, we use worst."

#### *Statement of the problem*

Gorman (1993) argued principals lack the skills to manage time in such a way that empowers them to focus on the nuts and bolts of education which is teaching and learning. Fullan & Stiegelbauer (1991) felt that a principal's role is multifaceted and continually changing to include new challenges and demands that require time and precision. Principals' responsibilities include responding to demands from faculty and staff members, parents, central office and students. On top of those responsibilities, principals are faced with demands of No Child Left Behind (NCLB), routine legislative demands and more and more pressure to increase standardized test scores with ever changing demographics (Kennedy, 2002). Katz (1987) discovered that serving as an instructional leader often gets

put on hold while managerial issues may appear to be more pressing and require immediate attention.

Kergaard (1991) argued that time management for principals is extremely important as they often times find themselves under staffed and forced to do it all. Kergaard's four major areas that can take up a principal's time are; office traffic, telephone, organization and discipline. School principals' need to develop time management strategies by planning a daily calendar to get organized, set priorities, master delegation and not be afraid to say "no" (Crouch, 2005).

Furthermore, Kergaard contended that if principals implement his strategies they will be able to better address students and teachers needs and perhaps not be distracted by less important issues.

#### *Purpose of the study*

The purpose of this study was to identify where secondary public school principals are spending their time while at school by using the population of secondary school principals in Nevada as a study group. The intent of this study was to identify problematic areas of time management so the researcher would be able to provide guidance to help principals balance time in a more efficient manner. Through this study principals' were able to identify strategies that can prevent focusing all their efforts on managerial issues and allow time for instructional leadership activities. As a secondary purpose, this study sought to identify statistically significant differences between how Nevada secondary public school principals spend their time in relation to grade configuration: middle school vs. high school, the size of the building they serve, age of the principal,

gender of the principal, years of administrative experience and annual yearly progress classification. The final purpose of this study enabled the researcher to provide recommendations to principals regarding effective time management strategies based on responses of the Nevada principals.

A thorough examination of literature revealed that there was a gap in the research related to time management practices of secondary public school principals, and specifically Nevada secondary school principals. There has been no such study conducted in the state of Nevada. While numerous researchers have addressed the topic of time management within the business sector, very few have studied it within the school setting (Allen, 2001; Braiker, 2001; Douglas & Douglas, 1994). Therefore, given the differences that exist between the business sector and schools, it is essential that quality research address time management to better prepare principals.

Currently, at the time of this study, it was not well known how secondary public school principals spend their time at school due to the lack of available research. Also, it was unknown if secondary school principals utilize effective time management strategies as indicated in the research as well (Edwards, 1990). Therefore, it was critical that secondary public school principal's time management strategies were studied based on Nevada principals as an initial study group to begin to identify research based and effective time management strategies. As results from this study were derived, the researcher was able to provide recommendations that will help principals in other states manage time in a more effective manner to improve overall student/staff performance.

## *The Research Questions*

Through an extensive review of the available literature the following questions surfaced that provided focus to this study.

Research Question 1: *How often do Nevada secondary public school principals perceive they utilize specific time management strategies?*

Research Question 2: *Do Nevada secondary public school principals perceive they spend more time on management and organizational issues or instructional leadership issues?*

Research Question 3: *Is there a statistically significant difference between how Nevada secondary public school principals spend their time in relation to grade configuration: middle school vs. high school, the size of the building they serve, age of the principal, gender of the principal, years of administrative experience and annual yearly progress?*

Research Question 4: *Based on the findings, are there recommendations that can be made for better time management that would allow principals more time for instructional leadership and student performance?*

## *Significance of the study*

Over the years time management has received serious attention. Books, articles and seminars on time management are common; however, the vast majority of treatments this subject receives are directed towards the business community (Furman & Zibrada, 1990). This needed to be thoroughly addressed through current research as principals are fighting an uphill battle to compete with the demands placed on them. As Skira et al. (2001) suggested, the role of

the principal is still emerging and changing as new legislation and demands continue to assemble on a full plate.

This study set out to survey all middle and high school principals in the state of Nevada as a sample of the wider population of principals in the United States. The survey instrument was created to include a wide variety of questions regarding routine daily tasks (i.e. managerial and instructional) using a Likert style rating scale. Principals were asked to rate their perception of time spent on each item from two categories; management/organization or instructional leadership. As stated earlier, the researcher was unable to locate any research regarding time management practices of Nevada middle and high school principals.

The intent of this study was to gain more information about where secondary public school principals spend their time at school, by using the Nevada principals as an initial study group. As a result of this study, the researcher was able to add to the body of research related to those tasks that occupy the greatest amount of time for principals. Also, this study was able to bring up to date some of the time management strategies principals employ along with the numerous tasks that have been added to principals' workloads over the past several years. In fact, the researcher found that time management studies of principals are fragmented throughout the last 40 years. Finally, by identifying those areas robbing principals of time the researcher was able to provide recommendations to assist principals in managing time in relation to priorities in a more effective manner.

Fitzgerald (1996) stated the principalship has always been faced with challenges of having too much to do and little time to do it. This is a misconception as each and every person is given the same amount of time to accomplish jobs (e.g. Allen, 2001; Tracy, 2004). There is and always will be 24 hours in a day, 168 hours in a week and 8760 hours in a year; therefore, principals must be able to uncover ways to do their jobs within that time frame. Time management may well be considered an issue of self-management and ranking priorities needing to be accomplished (Douglas & Douglas, 1994). Therefore, this study identified specific research based time management and self-management strategies to help principals manage time more effectively to accomplish the duties of the job.

The results of this study have enhanced the body of research currently available regarding time management for secondary principals, by studying one group of principals, in the state of Nevada. Further benefits of this study include a series of recommendations for future research coupled with research based time management strategies to lighten the burden of time wasters and time robbers. Increased awareness of time management strategies will enable principals' to focus on critical issues such as improving student performance, instructional leadership, staff development and public relations versus paperwork, telephone calls, meetings and various other time consuming items.

#### *Limitations of the study*

There are several limitations to this study. First, this study focused on Nevada secondary school principals which are only a sample of all principals

nationwide. The results, however, can be useful to other populations of educational leaders in other states. Second, the overall number of respondents was limited to the successful return rate of those surveyed.

While every attempt possible was made to increase the return rate, the researcher encountered some unforeseen obstacles that contributed to some recipients opting out of the survey due to time restraints and survey inundation. For instance, two other surveys made it to Clark County (Las Vegas) principals without honoring the school district's research approval protocol two days prior to the TMSSP survey. Also, with the approaching holiday season, many principals had deadlines to meet prior to break setting in. Research approval in Clark County took longer than anticipated.

Dillman (2000) stated that previous experimental research on how to improve survey response is unanimous on one primary factor, multiple contacts. Therefore, the researcher set the Kansas State University online survey instrument to send out three reminders in one week intervals. Dillman also suggested that intervals be set at one week for the best results.

Another potential limitation of this study was the ability for the survey to navigate through school districts email filtering systems. With any online or email survey this was a potential problem that needed attention. The researcher addressed this issue with technology coordinators from Clark county and Washoe county due to the fact that they have the largest and most difficult to track number of respondents. The smaller counties would have been contacted by telephone if problems arose with email filtering systems. Finally, since this

survey was voluntary and potentially be viewed as a burden some respondents may have chosen to opt out.

### *Definition of terms*

*Confidential counselor.* The mutually supported administrator-secretary relationship where loyalty is sacred (Fitzgerald, 1996).

*Controlling.* Guiding the organization in the proper direction to accomplish its goals (De Cicco, 1985).

*Delegation.* Entrusting another person with a task for which the delegator remains ultimately responsible (Heller, 1998).

*Directing.* Motivating and leading the members of the organization in such a way that the overall goals of the organization can be achieved (De Cicco, 1985).

*Discretionary time.* Time that is left over after all necessary work is completed (Hager, 2006).

*Instructional leadership.* Includes five distinct tasks: working directly with teachers, group improvement, professional development, curriculum improvement, and action research implementation (Seifert and Vornbers, 2002).

*Office manager.* The person who oversees everything having to do with day-to-day running of the office (Fitzgerald, 1996).

*School leadership.* The very heart and soul of the principalship (De Cicco, 1985).

*Manager.* A person who “gets things done through other people” (De Cicco, 1985).

*Open door policy.* Appearing as though you are always available to staff (Fitzgerald, 1996).

*Organizing.* Entails all facets of preparing for implementing plans (De Cicco, 1985).

*Pervasive connectivity.* The ability of anyone to reach you at any time.

*Procrastination.* The thief of time.

*Public relations.* Making an outsider or stakeholder feel as a welcomed guest would feel in a home (Fitzgerald, 1996).

*Tailored design method.* The development of survey procedures that create respondent trust and perceptions of increased rewards and reduced costs for being a respondent, which take into account features of the survey situation and have as their goal the overall reduction of survey error (Dillman, 2000).

*Time management.* The discovery and application of the most efficient method(s) of completing assignments or tasks of any length in the optimum time and with the highest quality.

*Technology.* Time saving tool that allows for instantaneous communication to large numbers of people and offers an unlimited access to information (Hager, 2006).

*Work.* Figuring out what to do with finite time and attention, with infinite information and choices (Jensen, 2003).

*Workplace stress.* A threat to mental and physical health and a detriment to work performance (Fitzgerald, 1996).

## *Summary*

Due to increased pressure for educational improvement, school principals have assumed new roles and responsibilities. These new roles and responsibilities have forced principals to attempt to prioritize their time; however, doing so in an efficient manner has proven to be a challenge. According to current research, principals spend large amounts of time performing routine management types of tasks instead of focusing on increasing student and teacher levels of performance (Cross & Rice, 2000).

This study investigated the allotment of time and importance school principals assign to the various job responsibilities they are faced with on a daily basis. The aim of this study was to uncover the discrepancies between principals' perceptions of the amount of time spent on daily tasks versus the reality. By identifying reasons for the discrepancies, the researcher was able to provide strategies to principals' that can assist with managing time efficiently. By doing so, principals can spend time on the most important issue they are faced with, increasing student achievement.

## CHAPTER 2

### REVIEW OF THE LITERATURE

#### *Introduction*

This chapter includes a review of literature that relates to time management practices of principals. An extensive review of literature revealed that time management has not been recently addressed in depth for secondary principals in general, and not at all in the state of Nevada. There have been a handful of time management studies conducted on school principals of all levels; however, the research is fragmented as it relates to secondary public school principals. School districts across the nation, including those in Nevada, place a tremendous amount of responsibility on their principals regarding time management. The principal has to be an instructional leader, community relations facilitator, fiscal manager, staff coordinator, disciplinarian, visionary leader and manager on a daily basis.

According to Luehman (1991), the biggest mistake that most leaders make, is to think that if they get organized, they can do everything and tend to operate at a hectic pace in doing so. Jensen (2003) stated that ability to manage how time is spent is directly related to the ability to push back, question, and say no.

This chapter is organized into the following areas. First, a historical perspective on time management is addressed followed by various sub-categorical titles that occupy time from a management and/or organizational standpoint that principals are forced to deal with on a daily basis. Finally, the

importance of instructional leadership is attended to followed by previous time management for school principal studies and a summary.

### *Historical perspective on time management*

For many years, principals have taken on every new challenge sent their way. The purpose for doing so has been they felt their students would be better served. Today, principals are also being asked to handle new demands for accountability, raising test scores for all students, and placing qualified teachers in every classroom (Seifert & Vornberg, 2002). It is time for school districts to realize, the days of the hero principal are over. Even some very successful principals are finding they cannot sustain the level of energy and enthusiasm it takes to continue (Stegman & McKenzie, 1985). Principals' are being worn out and are leaving the profession at their first retirement opportunity (Edwards, 1990; Kennedy, 2002).

Kennedy (2002) stated that while practitioners realize that the job has changed exponentially, the general public doesn't. Kennedy pointed out that too many transpose their old image of the principal onto today's school leader and continue to look for the hero who is going to save the day. Many superintendents or district personnel along with other policymakers are guilty of the same misconception too.

With the ever increasing demands coupled with continuous improvement on existing issues, principals' are being deprived of time and ways to manage it. Crouch (2005) argued that time can't be managed because it is constant and consistent, however, the way people conduct themselves can be managed.

Extensive research related to the demands placed on principals' has led to the belief that principals' cannot manage time; however, they can manage themselves in relation to time (Edwards, 1990; Fitzgerald, 1996). Principals cannot control how much time they have, but they can control what they do with it. Every human being on earth all has the same amount of time:

- 60 seconds in a minute
- 60 minutes in an hour
- 168 hours in a week

Time can be looked at as the fluid resource that connects the past, present and future. Time is perishable, irrevocable and never expandable; therefore, identifying where it all goes is critical. Wilkinson (1971) asserted that time is something to be invested not spent. Time is the one indispensable ingredient of accomplishment. Hager (2006) suggested that manager's time is valuable because the higher the manager, the higher the investment for the organization. Hager discussed the following list of "Did You Knows":

- Anything you do for an average of 30 minutes each day consumes a full week's time for every year of your life.
- You're working about 360 hours a year more than people in Germany.
- You may be engaging in 10-to-15 second bouts of "microsleep" while driving.

- Designating a specific location for your keys, watch, wallet, purse, and other important everyday items cuts down on 95% of wasted time searching for lost things.

Essentially everything takes time; time can not be stored, saved, replaced or used faster. Ultimately the heart of time management is management of oneself. According to counseling services, a time management consulting group, there is no such thing as time management. However, there is such a thing as self management and that's the key to making time your ally rather than your enemy. Therefore, time management can be viewed as the act of controlling events whether they are external (meetings, family, and work) or internal (talking on the phone, watching television or a commitment).

The next several items listed in this chapter are all well documented in past and present research which highlights the issues that occupy tremendous amounts of a principal's time.

#### *Time wasters*

In a *Fortune* magazine poll, Kobert (1980) asked 50 chairmen, presidents and vice presidents what they ranked as the top 5 time-wasters. They answered as follows: telephone, mail, meetings, public relations and paperwork. Previous time management research related to school principals' indicated that many of these same factors occupy a great deal of principals' time too. Even seasoned principals find it difficult to put in place a highly structured system to deal with the continuous distractions and demands that stem from the list above.

According to Hager (2006), the following is a list of the five worst mistakes people make with their time:

1. Spending time on concerns that are not chosen priorities.
2. Underestimating the time tasks actually take.
3. Allowing too many interruptions.
4. Saying “yes” too often.
5. Not getting help.

Tracy (2004) stated that people are surrounded by others and circumstances that waste time and undermine effectiveness all day long. The only way to combat this is to practice rigorous self discipline to steer clear from these time thieves. Tracy provided a list of seven major time wasters in the world of work that he has derived from hundreds of time management studies and opinion surveys.

1. Telephone interruptions
2. Unexpected visitors
3. Meetings
4. Fire fighting and emergencies
5. Procrastination
6. Socializing and idle conversations
7. Indecision and delay (p.139)

Tracy’s approach in dealing with time wasters is simple and straightforward; get focused and stay focused. No matter the company anyone works for he or she needs to continually remind themselves the purpose for

being employed their. This is especially true in the field of education and specifically in the principalship where he or she has to design a data-driven vision to address the current needs of student achievement and launch a relentless pursuit to achieve the vision. Much like one of the current gurus in education today, Rick Dufour asks, "What is it we want all students to know and be able to do as a result of this unit? How will we know when each student has demonstrated proficiency? What will we do to address the needs of students who initially have difficulty mastering the intended learning?"

Ramsey (1994) stated that, "The ability to take control of time and to make the most of every moment on and off the job is the key to being successful and surviving in today's world of work." (p.14) He contended that most people feel they are efficient and work hard, but the truth is that every workday has time wasters. For most people, the four greatest time-wasters on the job to be: (1) paperwork (2) interruptions (3) meetings, and (4) "worry-time."

As part of his ongoing study, *The Search for a Simpler Way*, Jensen (2003), asked more than 5,000 people to rank the biggest time wasters. The following list is a result of his ongoing research since 1992.

1. Meetings
2. Dealing with communication from others
3. Communicating to others
4. Your boss micromanaging or undervaluing you
5. Worktools and processes designed for company success, but not necessarily yours. (p.104)

The statistical research surrounding time management, and the prevailing time wasting culprits, tends to be similar with only wording changes to the categories. This lends itself to the researchers in the field of time management having a grasp on what is wasting time; however how to address the problem varies. Therefore, it may be more beneficial for principals to address self-management techniques versus time management techniques. When it comes to time management or self management, there is no one size fits all approach, this varies too. Buck (2003) stated principals' need to be willing to experiment with new strategies to assist them with maximizing their time focusing on the roots of success in education; teaching and learning.

#### *Time robbers*

The open door policy or being accessible to phone calls are qualities of being a first-rate principal (Howell, 1981; Stegman & McKenzie, 1985). In fact, Armenta and Darwin (1998) indicated that being a good listener, and being available for those who need to be heard, are prime characteristics of an excellent administrator. However, this can be a catastrophic management philosophy to the notion of managing time if principals are unprepared with the tools to address the matter when it gets carried away (Braiker, 2001).

Heller (1998) concluded that major wastes of time occurs when misunderstandings between people about roles, goals, and responsibilities exists. Misunderstandings lead to inefficiencies, anger, frustration and unhappiness. In fact, since misunderstandings take time to clear up it is critical that principals convey their message in such a way that people know what they

are expected to do, how to do it and by what time it needs to be done (DeCicco, 1985; Heller, 1998). Brewer (2001) & Cunningham (2000) found that if principals' fail to provide the appropriate leadership and direction to the people they supervise, those people become time robbers by design.

Armenta and Darwin (1998) stated that dealing effectively with time-robbers is a skill that can be learned, and on which your productivity; and often times your stress level depends. A principals ability to be assertive in having the courage to cut short a conversation or to state simply that he or she does not have the time to begin a conversation are critical qualities to possess (Edwards, 1990).

Armenta and Darwin (1998) examine the characteristics of people who fall into the time-robbers category:

#### Time-Robbers' Characteristics

- They often display low-self esteem.
- They don't realize (or care) how much time they are taking.
- They are not well organized.
- They rarely make appointments
- They tend to equate the quality of a conversation with its length; i.e., a good conversation is a long one.
- Their thoughts and speed are often rambling and full of irrelevant details.
- They often have developed patterns of speech designed to monopolize a conversation.

- They may avoid eye contact as a way of avoiding your indications of wanting to move the conversation along.
- The content of their conversation is often I-centered: how great I am; how victimized I am; how I think things should be; what I can do for the school.
- They are not good listeners.
- They will rarely ask your opinion or advice. If you give advice, they'll rarely listen; and if they listen, they'll rarely follow it.

Paul (2003) believed there are several ways to deal with those who don't value your time. Levinson & Greiger (1998) suggested that making priorities well known will assist in protecting time from others. Keep in mind though too, that there are ways to not deal with time robbers as well. Armenta and Darwin (1998) provide a list of do's and don'ts when dealing with the chronic abusers of your time.

#### What not to do

- Don't belittle them with remarks like, "Do you have any idea how busy I am?" or "I don't have time to deal with your petty problems."
- Don't ignore them, refuse to talk to them, hide from them, or lie to them (like saying you're "rushing out the door" when you're not).
- Don't push them off onto your secretary or office staff

#### What to do

- Set very clear boundaries about how much time you will allow, and stick to them. ("Ms. Jones, I have 15 minutes and then we must close.")
- In your office, if the time allotted is ten minutes or less, remain standing.

- Keep your eye on the clock (they won't!) and warn them when they have a few minutes left.
- After a your warning, give them two minutes and then say, "In conclusion..." before summarizing the conversation.
- Then say goodbye and walk them to the office door. Do not linger in the doorway.

*In school, but out of the office*

- Follow the same guidelines as above, but on a much shorter time frame. At the end of the designated time, excuse yourself and leave.
- If you're on your way someplace, invite them to walk with you (briskly!) until you get to where you're going. Then say goodbye and do not linger.
- Otherwise, tell them politely but firmly that this is not a good time to talk.

*Away from school*

- If during the school hours or on school business, follow the in-school suggestions.
- If on your personal time (e.g., shopping), politely but firmly explain to them that this is your time and invite them to call during school office hours and you would be happy to discuss the matter with them at that time.
- Do not, under any circumstance, allow time-robbers to continually call you at home! If they do, be very firm in telling them that this is your private phone and that they are to call you at school. (Many teachers and administrators avoid this problem by having unlisted phone numbers or directory listings under another family members' name.)

*When they make repeated calls or visits*

- Give them a task to do before they call or drop in again.
- With the extra-persistent, you may have to set a frequency limit. Then log every time they call and stick to your limits.

Effective school administrators must have time to accomplish the multitude of tasks required of them. Drop-in visitors or time robbers as Armenta and Darwin refer to them are some of the worst culprits for stealing time. More times than not, “got a minute” leads to fifteen to thirty minutes plus the time it takes to get refocused. To defend against time robbers, principals need to be assertive and cautious not to be rude at the same time.

*Procrastination: The enemy of time*

Procrastination is defined as the thief of time. Tracy (2004) stated that the tendency to procrastinate is the primary reason that many people lead lives of quiet desperation and retire poor (159). The problem is not that people don't know what to do or how to do it; the problem is that people find ways to put it off until tomorrow or the next day until it is too late (Emmett, 2000). Eventually people find that there are no more tomorrows.

Tracy (2004), asserted that one of the most valuable habits you can develop in life is a sense of urgency, an inner drive to get on with it, to get the job done now. Having a sense of urgency will combat the illness of procrastination and help you as much as any other habit you can develop. Tracy provided a list of the 7 steps needed in developing a sense of urgency in your life:

1. Set worthwhile goals

2. Visualize your tasks as completed
3. Practice positive affirmations
4. Set clear deadlines for yourself
5. Refuse to make excuses
6. Reward for completion of a task
7. Accept full responsibility for completion of a job (p. 163)

Procrastination can be the root of the many evils surrounding time management. Emmett (2000) contended that every person has been guilty of procrastinating for one reason or another. Procrastination is such a problem that there have been several books and professional journal articles written to specifically find ways to move past this road block to getting the task at hand accomplished (e.g. Crouch, 2005; Emmett, 2000; Lebouf, 1979). Levinson & Greider (1998) stated that it takes courage, discipline and determination to break the habit of procrastination. Hager (2006) provided a list of 5 items to help blast through procrastination:

1. Face procrastination head on.
  - \* What's blocking progress?
  - \* Reason for not proceeding?
2. Choose to easily begin.
3. Find the easy point.
4. Set up work station for action.
5. Remember: probably 95% of decisions will have only a minimal impact on life; don't let the fear of being wrong unduly progress.

Current research indicated that the main reason people find it difficult to overcome procrastination and work on a particular task is that they don't enjoy it (Ramsey, 1994). Even when you do enjoy what you're working on, it's easier to get yourself to work on small problems than big ones. Wilkinson (1971) believed that it is hard to see the light at the end of the tunnel on larger projects in the foreseeable future; therefore, breaking large tasks into smaller ones appears to be the answer. Procrastination has the ability to paralyze effectiveness if it is not consciously addressed in a strategic manner (Kobert, 1980).

### *Telephone*

The telephone was originally designed to be a communication tool, but in most cases it has provided easy access for others to reach into the school from the comfort of their home. Fitzwater (1996) contended the challenge of this tool is the same as with many other inventions; its benefits must be exploited without incurring the problems that result if it is improperly used. On the contrary, Hager (2006) saw the potential for the telephone to be utilized as a time saver. The benefits are often overlooked as many times phone conversations fall into time wasting traps.

In the school setting, it is especially important that the significance of the telephone not be underestimated. A national survey conducted during the early 1980's by an educational research group on the east coast found that the third most important factor forming outsider's opinions on schools was the way telephones were managed. Thus, because the secretaries are answering the

phones, they combine to comprise a large percentage of a school's public relations program (Duffey, 1991).

Tracy (2004) offered seven ways to deal with telephone interruptions:

1. Use the telephone as a business tool: Get on and off the phone fast. Don't waste time socializing on the phone when at work.
2. Have calls screened: Find out who is on the phone and what he wants before answering.
3. Have calls held: Whenever possible, set aside periods of the day when interruptions are not allowed. Don't become a slave to a ringing phone.
4. Set clear callback times: When returning calls, if people are not there, leave a message and a time for them to call back.
5. Batch calls: Use the learning curve. Make all telephone calls at once. Don't spread them out throughout the day.
6. Plan calls in advance: Think about a business call as a meeting, and write out an outline or agenda.
7. Take good notes: The power is on the side of the person with the best notes. (p.143)

While at work, careful attention must be given to the proper utilization of the telephone. Fitzgerald (1996) approximated one third of the time spent on the phone was devoted to extraneous matters. Furthermore, it was found that the telephone is allowed to interrupt business discussions. For instance, when two

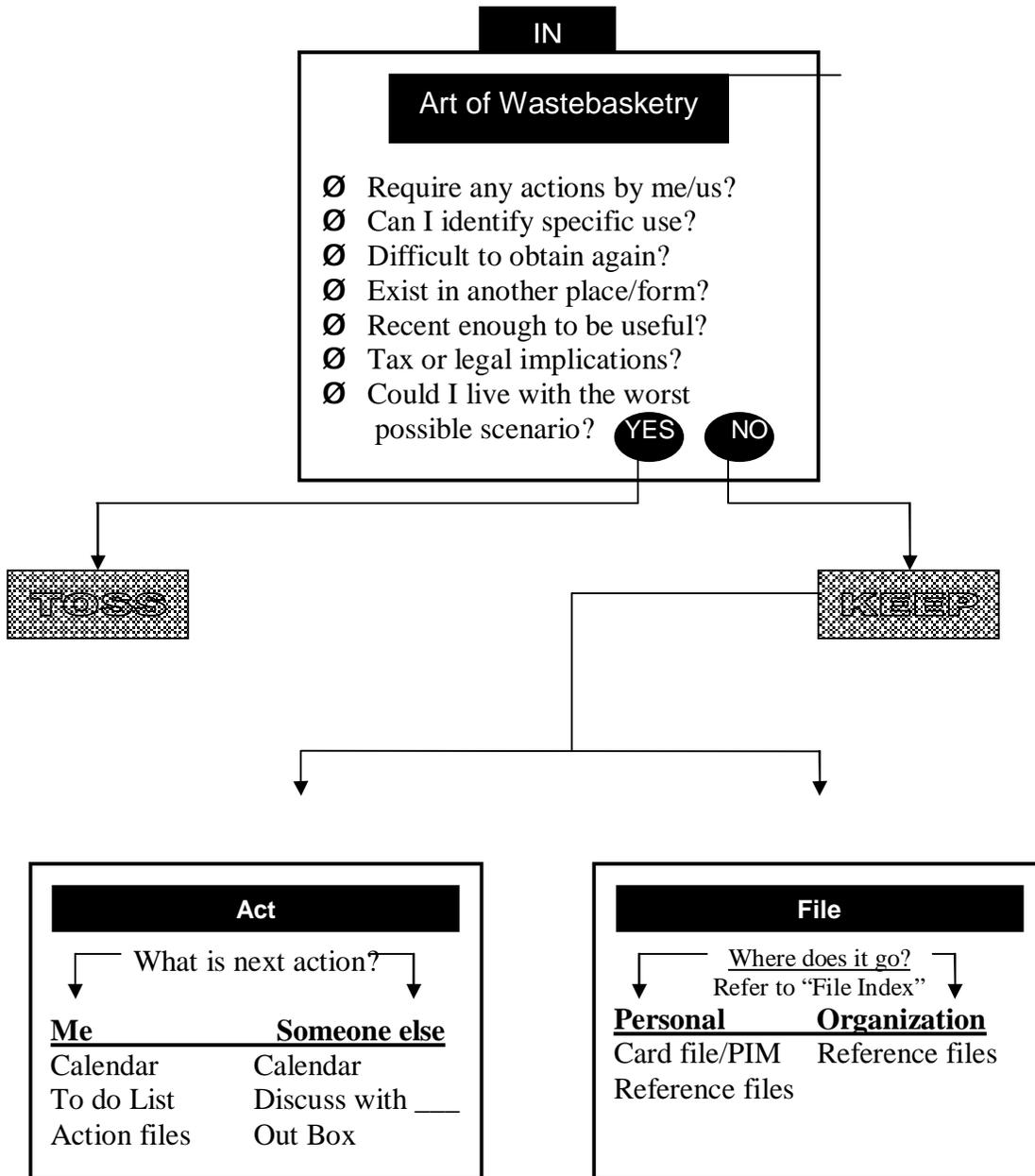
people are conversing, the telephone rings and immediately the person on the phone is given priority over the conference which was in progress.

When the telephone rings or a call comes through it breaks a person's train of thought and distracts him from what he was doing. It is essential that principals establish clear guidelines that direct those who answer the telephone when the principal will take calls and when he will return calls. Hager (2006) suggested that principals learn the technique of "batching calls" which means that they return all calls in one block of time. By implementing a few simple time saving techniques regarding the telephone principals will find they have more time to focus on instructional leadership activities.

#### *Keep the paper moving*

Hemphill (1996) said that paperwork requires decisions, but there are only three that can be made: toss it, file it or act on it. She went on to state that over the years she has found the problem is not that too much information flows into the office; it's that too little flows out. Therefore, the information is getting stuck and so does the person who does not make a decision of what to do with it the first time he or she handles it. Hemphill's years of research that she likes to call "Taming the Paper Tiger" has led her to developing the following information flow chart as an example of how she navigates the paperwork in her office.

# Information Management Flowchart



Similar to Hemphill (1996), Tracy (2004), stated that there are four things that you can do with any piece of paper:

1. Throw it away: One of the best time management tools at home or the office is a waste basket. The fastest way to save time in reading anything is to simply throw it away and not read it at all.
2. Delegate it to someone else: When picking up a piece of paper, ask if there is someone else who should be acting on this matter.
3. Take personal action: Special focus needs to be placed on those items that must be completed.
4. File it for future reference: Remember that 80% of the papers filed are never needed, used or seen again. (p. 58-9)

Principals need to learn how to intentionally discipline themselves in such a manner that each and every day they start with a clean workspace and finish with one too (Crouch, 2005). Hemphill (2002) stated the clutters of paperwork that are left unfinished or not acted upon at all that remains in piles on the desk are distracting and potentially intimidating. It can be an extremely satisfying and rewarding experience to leave or arrive at the office to find a clean organized workspace. Tracy (2004) recommended making it a habit of finishing what you start.

Ramsey (1994) provided a set of common tips for becoming more efficient at doing what is necessary to do on paper and they are as follows:

1. designate paperwork that someone else can do better and faster,
2. handle each piece of paper only once,
3. set aside a specific time each day to sign documents,
4. have someone else open mail and toss out the junk mail,

5. train a secretary to draft routine letters and memos for review,
6. use form letters whenever possible,
7. respond on the bottom of a letter or memo and return it without having to compose a whole new document,
8. be selective in what is kept and read,
9. don't send unnecessary memos, and
10. save old reports to serve as a model the next time around (p. 15)

Often times principals feel pressured to spend more time keeping up with all the paperwork than focusing on student achievement. In order to keep paperwork from overwhelming principals and eroding their relations with staff, focusing on instructional leadership and student achievement, it is important that principals develop an organizational system that works for them to deal with all the paperwork. Keep in mind that a tremendous amount of research related to time management and paperwork in both the business sector and education states that an administrative assistant is the first line of defense against the paper blizzard (e.g. Hemphill, 2002; Fitzgerald, 1996; Tracy; 2004).

### *Meetings*

Buckingham & Clifton (2001) understood meetings are a necessary business strategy for exchanging information, solving problems and reviewing progress. However, they must be managed accordingly taking into consideration need, time and cost. Hager (2006) recognized the fact that meetings can be very expensive when you take into consideration each person's pay that is in attendance. To simplify his stance on meetings, Hager illustrated his position by

pointing out that when ten people are in attendance and the average rate of pay per hour per employee is \$20. That particular meeting is costing the organization \$200 per hour for that meeting. That is only one of the reasons meetings are considered a waste of time unless a clear goal oriented agenda is set.

Tracy (2004) found that meetings, both planned and unplanned, can consume 40%-50% of a manager's time. Tracy claimed that meetings are the third major time waster in the world of work. Meetings come in all shapes and sizes and can be formal, adhoc, group, or one-on-one. They take place in an office, hallway, community and even places where you least expect them to be.

Tracy (2004), provided 7 ways to make meetings more efficient:

1. Is the meeting necessary?
2. Write an agenda.
3. Start and stop on time.
4. Cover important items first.
5. Summarize each conclusion.
6. Assign specific responsibility.
7. Keep notes and circulate minutes.

Fitzgerald (1996) stated that meetings have a profound positive or negative impact on the morale of an organization depending on how they are held. Knowing this, principals need to be sure that teacher meetings such as, in-house staff development and/or regular staff meetings are meaningful and practical geared toward teaching and learning. The same holds true for district

level meetings where principals are pulled from their buildings to attend meetings at the district office (Lovely & Smith, 2004).

### *Interruption Management*

The workplace is a terrible place to get things done these days. Prochaska-Cue (1995) stated with endless distractions in your office, it's often better to work at the library, in the conference room, or on a park bench- especially when doing conceptual or breakthrough thinking. Seifert & Vornberg (2002) discussed how many principals want to be perceived as having an open door policy which means they are always approachable and available to staff. Most administrators in the field want their staff to feel as though their concerns are paramount to any other duties or tasks at hand. However, this often means that there is no sacred time for principals to accomplish their own daily goals or objectives.

According to Fitzgerald (1996), the best way to deal with interruptions is to have systems in place to prevent them. For example, the open door policy is often misinterpreted; it does not mean that administrators may never close the door and must be constantly available to other people no matter what the priority of the contact (p. 53). Therefore, principals must identify a way to convey the message of, yes I am always available; however, when the door is closed urgent items are still received and when the door is open more casual items are permitted (Braiker, 2001).

### *Creating discretionary time*

There are many companies and time management specialists that promote "unique" planning systems as the answer to all your problems (e.g. Braiker, 2001; Brewer, 2001; Crouch, 2005). Open almost any magazine that focuses on improvement and you'll find an article about time management! The fact is that success without effort is an anomaly, and there is no "secret" to effective time management. There are several techniques that can work. Kennedy (2002) argued that it really doesn't matter if a principal prioritizes with A, B, C or Urgent/Vital/Important, or 1, 2, 3, or check marks and asterisks . . . what matters are that the principal sets priorities. In fact, what really matters is that the system the principal chooses to use works for him; consequently, he will achieve more in less time and have more discretionary time to enjoy the fruits of his labors.

It is important to define discretionary time as time that is left over after all necessary work is completed. Creating discretionary time is difficult for most if not all administrators regardless of years on the job as somebody or something constantly needs attention. While almost everyone knows how to plan, prioritize and get organized; the problem that remains is that very few actually do what they know they should be doing (Paul, 2003). Therefore, creating discretionary time without a strong foundation is difficult because the important tasks still remain at the end of the day. Braiker (2001) strongly believed that behavior is influenced by mental and emotional outlook along with attitudes.

Crouch (2005) contended that those who ascend the seats of power and become recognized as effective leaders and champions face the same obstacles as everyone else. The difference however, is they have learned how to utilize visualization and the power of positive expectations. People who hold high expectations have a tendency to perform at high levels. While, on the other hand, people who have low expectations often perform at low levels.

"To be what we are and to become what we are capable of being," wrote Robert Louis Stevenson, "is the only end of life."

Hager (2006) provided a list of items designed specifically for creating discretionary time:

1. Anticipate interruptions
2. Schedule office hours specifically for drop-ins
3. Schedule break times
4. Schedule response/reading time
5. Meet in other areas rather than the office
6. Conduct stand-up meetings
7. Set time frames for conferences, meetings, phone calls, etc..
8. Master the art of delegation
9. Get in the habit of one-thing-at-a-time

*"Concentrate....for the greatest achievements are reserved for the man of single aim, in whom no rival powers divide the empire of the soul."*

*Orison Swett Marden*

Although time is a constant for each of us, there are different ways in which we choose to "spend" our time. The pressure of having to much to do and

not enough time to do it type of pressure that principals experience is not an illusion, it is real (Kennedy, 2002). Survival under such pressure is not a choice, but rather a necessity or risk being replaced by the next person who promises immediate success and so the cycle continues. Work productivity and creating discretionary time can be tied back to Pareto's Law that states 20% of our time is spent accomplishing 80% of the important tasks. Therefore, if Pareto's Law is true, just think what principals could do if they were able to expand that 20%? The results could be staggering and that is why it is critical that principals learn to develop time management strategies to better assist them in creating discretionary time.

#### *Selective Abandonment*

Lovely and Smith (2004), claimed that both have experienced the k-12 spectrum of leadership as former principals and current central office administrators, and conclude that the principalship is the hardest job in education today. Principals are pivotal to change and improvement, they often have difficulty taking charge of their own destiny. Lovely and Smith (2004) stated that leaders who are prone to constant reaction, rather than action, suffer a loss of identity, see themselves as victims, and experience higher levels of stress than their optimistic counterparts (35).

Principals often experience a burning need to serve as people pleasers (Braiker, 2001). This behavior tends to result from various fears such as disapproval from the superintendent resulting in a performance evaluation, diminished teacher support and potential ostracizing from the community. Lovely

and Smith (2004), noted that in order for a principal to acquire a greater sense of control, the superintendent and his or her staff members must specify what's important so principals know what can and what can't be let go. Without specific opportunities and permission to unleash extraneous junk, a principal's "stop doing" list is likely to remain blank (36).

Lovely and Smith (2004), listed 10 tips for preserving a principal's time:

1. Cut out one activity a day.
  - \* Determine what activity can cease to exist.
2. Never wrestle with a pig. Get dirty and the pig enjoys it.
  - \* Don't engage in a debate with someone simply for the sake of it.
3. Ask for bulletins and only accept briefs.
  - \* Ask for one paragraph or a simple bulleted list to get needed information. Pouring over a 40-page document to construct a single memo is unproductive.
4. Don't double check what doesn't need double checking.
  - \* Allow a secretary to type a letter or a teacher to finish a project, trust him or her to get the job done. Double-checking robs time.
5. Recognize that an emergency is in the eyes of the beholder.
  - \* Keep in mind that not every problem is a crisis.
  - \* Don't give in to the shrillest cry.
  - \* Remember the adage "Poor planning does not constitute an emergency."
6. Safeguard against time bandits.
  - \* Handle people who are late to meetings and appointments like the

airlines: Call for final boarding, then close the doors and take off without them.

7. Choose the right media for messages.

- \* Don't send an e-mail when a phone call will do.
- \* Don't make a phone call when a personal visit is in order.
- \* Tailor communication to save time and avoid unanswered questions.

8. Keep superintendents and/or supervisors apprised of priorities.

- \* A five-minute conversation or a brief e-mail each week ensures that a boss is aware of priorities. If priorities aren't consistent with the district's, ask what is expected instead.

9. Leave plenty of white space on calendar.

- \* Allow for distractions by scheduling no more than 50% of a day around planned activities, meetings, or events. This leaves time to deal with the unexpected.

10. Don't catch the ball every time it's thrown.

- \* Avoid the tendency to become the school's official problem solver.
- \* Share the load by letting others catch the ball too. (36)

Principals have the difficult task of avoiding trivial issues while attempting to meet the needs of the students, staff and community all at the same time.

There is no easy way to try and go about dealing with what's important versus what's urgent. "Ultimately, students prosper when the principal is able to focus the majority of his or her time and attention on learning" (38).

## *Email Management*

Email is a resource in our daily lives that allows us to connect to anyone, anywhere which can be both a blessing and a curse. According to Jensen (2003) the upside of email is it can bring the world to you and the downside is that it can bring the noisy, unfiltered, unfocused and undesired world to you. You need to get disciplined about closing your virtual door. The key to continuously eliminating three-quarters of what comes at you is accepting that you have to change how you scan information (18).

Most people use email as a task management tool bouncing from one task to the next. Jensen (2003) said that most of our bouncing is unfocused, undisciplined and bounces back and forth: opening one email because it's from a friend and the next because it relates to work. Jensen goes on to say that if both the subject and the sender fail to create the reaction of I have to read or scan this today, then hit delete immediately.

Jensen (2003) stated that once you have deleted the unimportant emails through scanning then it is time to apply his CLEAR model to the remaining:

- **C**onected – to current projects and workload
- **L**ist next steps – what should be done after reading the email
- **E**xpectations – what success looks like
- **A**bility – how to get things done: lists tools and support
- **R**eturn – what's in it for me?

While email definitely serves as an excellent tool for time management and communication, when needing to send correspondence out it can also bog a

person down with trying to get through all the unsolicited bulk emails. According to email filtering company Brightmail, more than 2 billion emails every month are unsolicited bulk email which makes up a whopping 36 percent of all email traveling over the internet. Each spam attack represents a unique mass mailing of commercial messages. In July, 2003, Nucleus research estimated that companies lose 1.4% of each employee's productivity each year due to spam costing \$874 per employee per year. When managed appropriately, email saves time and gets the message out to large groups of people in a matter of seconds. Principals, though need to be cautious as to not overuse this method and take the face to face conversations with staff and students out of their day. Hager (2006) lent 5 suggestions to manage email:

1. Organize into folders
2. Arrange to have email delivered to the proper folders
3. Fear not the delete button
4. Take out the trash
5. Ban the spammers

Logan (1999) believed that knowledge of effective and efficient use of E-mail can make the difference between it being a time saver and a time waster. The fact of the matter is that E-mail has emerged as a critical part of school communications. School administrators who take advantage and not overuse or misuse its capabilities will find they can handle communication and tasks more effectively and efficiently. The time saved by managing administrative tasks

through E-mail will create time in more important areas like teaching and learning.

### *Technology*

Fitzgerald (1996) affirmed that rapid change is occurring and will continue to occur in the world of communications as computers propel educators down the information highway. He goes on to state that it is important that these advances are evaluated and exploited to the maximum to sharpen communications and save time (86). However, principals need to caution themselves against the misuse of technology as it can be a major waste of time.

Tracy (2004) stated technology has proven to be a tremendous asset towards communication both in the workplace and for personal use. Regarding technology, Bill Henderson said, “Driven by our obsession to compete, we’ve embraced the electronic god with a frenzy.” “Soon, blessed with the fax, voice, and email, computer hookups and TVs with hundreds of channels, we won’t have to leave our lonely rooms; not to write a check, work, visit, shop, exercise or make love. We will have raced at incredible speeds to reach our final destination – Nothing.”

Logan (1999) suggested that using technology as an instructional tool and for improving school administration is a goal for schools throughout the country. In contrast, technology has created an implied need to be available to everyone, respond to everything, and do so quickly. Jensen (2003) claimed that we have become victims of what Gartner’s research calls “pervasive connectivity” which is the ability of anyone to reach you at any time.

## *Delegation*

In order to achieve everything a principal is capable of achieving, and to be able to concentrate on those few tasks that will make the greatest contribution to the school, a principal must become excellent at delegation. According to Tracy (2004), a principal needs to continually be asking himself or herself the following questions:

- Who else could do this job?
- Who can do the job better?
- Can the job be eliminated?

Delegation is an essential element of any principal's job. Used effectively it provides real benefits for everyone involved. Proper delegation will enable the principal to the best possible results while empowering others in the school community. Heller (1998) found that excellent delegators are able to motivate and develop staff, build loyalty and give and receive feedback that will increase the confidence of others that will define a person as a skilled and trusted delegator. Heller continued by stating that in order for a person to be a successful delegator he or she must understand the 5 stages of delegation:

1. Analysis – sorting tasks to be delegated.
2. Appointment – naming the delegate.
3. Briefing – defining the task.
4. Control – monitoring and encouraging.
5. Appraisal – reviewing and revising (47).

There is a wealth of quality research out there exploring the unending process of delegating as being an integral part of the manager's role. Many of the researchers share their strategies to effective delegation which seem to hold some common threads. For instance, Tracy (2004) listed six steps to effectively delegate tasks to others that appear to be similar to Heller's 5 stages of delegation. Tracy goes on to say that if any of the steps are neglected, you run the risk of miscommunication, misunderstandings, demoralization and poor performance.

1. Match the person to the job.
2. Agree on what is to be done.
3. Explain how the job should be done.
4. Have employees provide feed back on what has been said.
5. Set a deadline for completion.
6. Manage the expectations (132).

The art of making delegation work takes experience, time and knowledge (Kobert, 1980). A person has to know when to delegate and when to do the job himself. Principals need to be able to select the appropriate person for the job, set clear expectations, set deadlines, provide latitude as to not stifle creativity and trust the person(s) the job has been assigned to. Continually watching over and directing a person after a task has been delegated tends to be demeaning and illustrates a lack of confidence not to mention the time allotment in overseeing the project (Allen, 2001).

The previous sections of this chapter dealt with principals' time management strategies in relation to management and organizational items. The next section in this chapter addresses the instructional leadership component of the principalship. As stated earlier the purpose of this study is to identify ways to assist principals in finding more time to spend on curriculum and instruction versus management and organizational items.

### *Instructional leadership*

Fullan & Stiegelbauer (1991) made the statement, "The role of the principal has become dramatically more complex, overloaded and unclear over the past decade" (144). Indeed, over the past two decades more and more emphasis has been placed on principals being instructional leaders instead of, or in conjunction with managerial leaders. With high stakes testing, NCLB legislation and annual yearly progress demands, principals are forced to help guide the direction of instructional techniques through data driven decision making. Helping teachers improve instructionally is the primary purpose of the principal as an instructional leader. It has never been clearer that improved education requires improved instructional leadership.

Seifert and Vornberg (2002) suggested that defining instructional leadership often incorporates the merging of tasks such as evaluation of instruction, professional development, and curriculum development. Glickman (1985) [as cited in Seifert and Vornberg (2002)] defined instructional leadership in terms of five distinct tasks: working directly with teachers, group improvement, professional development, curriculum improvement, and action research

implementation (p. 166). McEwan's (1998) seven steps to effective instructional leadership are as follows:

1. Establish clear instructional goals.
2. Be there for staff.
3. Create a school culture and climate conducive to learning.
4. Communicate the vision and mission to the school community.
5. Set high expectations for staff.
6. Develop teacher leaders.
7. Maintain positive attitudes toward students, staff and parents (p. 13).

The consensus in literature stress the importance of instructional leadership, however, it is seldom practiced. Seifert and Vornberg (2002) stated, "Instructional leadership is something that principals like to believe they are doing on a daily basis but have no evidence to support their beliefs" (p. 166). More commonly, many principals find themselves residing in their comfort zone which tends to be the role of a managerial leader. Stronge (1988) calculated that 62.2% of the principal's time is focused on school managerial issues, whereas only 6.2% of their time is focused on program issues. He added, "a typical principal performs an enormous number of tasks each day; but only 11% relate to instructional leadership" (p. 32). Berlin et. al. (1998) concluded that, if schools are to progress, "the principal cannot allow daily duties to interfere with the leadership role in curriculum" (49).

According to the available research there is an apparent gap between principals who serve as instructional leaders and those that serve as managers

(Gorman, 1993). Flath (1989) outlined the lack of education, training and time for the instructional leadership role and pointed out the fact that it is being set aside for more immediate problems. Often time's public expectations get in the way of principals serving as instructional leaders which in turn force them to address matters that require a managerial approach to satisfy. The fact of the matter is that public expectations and satisfaction tend to be the determining factor that decides the length of a principal's tenure in a particular school (Braiker, 2001).

Doyle and Rice (2002) indicated that adding instructional leadership to the duties of the principal is not the simple act of adding more to an already full plate. Stronge (1988) said, "If principals are to heed the call from educational reformers to be the instructional leaders, it is obvious that they must take on a dramatically different role" (p. 33). The "dramatically different role" of the principal as an instructional leader is outlined by Brewer (2001) [cited in Doyle and Rice, 2002] as one that requires focusing on instruction; building a community of learners; sharing decision making; sustaining the basics; leveraging time; supporting ongoing professional development for all staff members; redirecting resources to support a multifaceted school plan; and creating a climate of integrity, inquiry, and continuous improvement.

Many job descriptions for the principal either exclude or fail to elaborate on the role of the principal as an instructional leader. This potentially could be the result of the role not being understood by central office personnel or valued as opposed to the importance of the managerial component of keeping the school up and running. When clarifying the role of the principal as and instructional

leader, Kouzes and Posner (1990) [cited in Doyle and Rice, 2002] found five common traits among hundreds of successful leaders. According to Kouzes and Posner, leaders were at their best when they:

1. Challenged the process
2. Inspired a shared vision
3. Enabled others to act
4. Modeled the way
5. Encouraged the heart (p. 8)

Doyle and Rice (2002) concluded that an instructional leader must have a structure in which to delegate functional and operational decisions to the location closest to task performance. They caution the reader, however, that a system which supports delegation, authority and accountability cannot be successfully built without first addressing the barriers that prevent such delegation (p. 50). The main barrier that prevents forward movement while addressing instructional issues is the resistance to change. Doyle and Rice (2002) stated that the most effective method for reducing resistance is reinventing relationships, developing inclusiveness, exclusiveness, intimacy and clarity.

Over the past several decades the push towards instructional leadership has brought about many changes that have and continue to reshape education and the role of the principal. One initiative began in August 1994 titled, Interstate School Leaders Licensure Consortium (ISLLC) which began to establish common standards for school leaders. The ISLLC standards are a cooperative

venture forged from research on productive educational leadership and the wisdom of colleagues.

From the outset of the project, the consortium decided it would considerably strengthen the focus on creating standards if a set of guiding principles were developed. The following are a list of seven principles that laid the framework and provided the focus for the creation of the ISSLC standards:

1. Standards should reflect the centrality of student learning
2. Standards should acknowledge the changing role of the school leader.
3. Standards should recognize the collaborative nature of school leadership.
4. Standards should be high, upgrading the quality of the profession.
5. Standards should inform performance-based systems of assessment and evaluation for school leaders.
6. Standards should be integrated and coherent.
7. Standards should be predicated on the concepts of access, opportunity and empowerment for all members of the school community. (CCSSO 1996, p. 7)

While developing the standards, the ISLLC committee decided to focus on those topics that formed the heart and soul of effective leadership. This decision was reached to prevent losing key issues in a collection of standards and to remain focused on teaching and learning. Thus, the development of six standards emerged as follows:

1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (CCSSO 1996, p. 10-20)

Skira et al. (2001) stated, “The ISLLC standards promise to have a considerable impact on the ways in which principals are prepared, developed, and evaluated. Fueled by external pressures for accountability, and increasing number of states are adopting the ISLLC standards and are beginning to use a test geared to those standards, developed by the Educational Testing Service (ETS), as a criterion for certification (54). The purpose of acquiring certification for licensure is to protect the health, safety, and welfare of the public. Such a licensure test may be viewed as a safeguard for the public and a mechanism that helps ensure that only individuals who possess important knowledge and skills enter into professional practice.

#### *Principal Time Management Studies*

Time management strategies and the implications for instructional leadership of high school principals were compared by Gorman (1993), in his analysis of 10 case studies within the same demographic category. Gorman found that the common characteristics of effective time management and true instructional leadership were goal orientation, deliberate setting of priorities, tenacity toward vision and mission, concise and purposeful communication, proactive problem finding, delegation, team building, maintaining a to-do list and controlling interruptions. Gorman determined that instructional leaders must be effective and efficient time managers but effective time managers were not necessarily an instructional leader.

Ghosey (1987) studied the actual, estimated and ideal time use by high school principals in Kansas. Ghosey found that there were few differences in how

principals of the largest schools spent their time as compared to principals of smaller schools. This also concurs with the findings of Duffey (1991) who concluded that there are no differences between principals' use of time in urban school districts and rural school districts. However, Ghosey was able to identify that all principals have an equal amount of time but the allocations of time for job activities could theoretically be as varied as the personalities involved.

Mintz (1987) found that there is a major difference in the amount of time principals dedicate to their job. This difference though is dependent upon the grade levels of the school the principal serves. For instance, Mintz found that high school principals spend larger amounts of time at school than do middle school and elementary school principals.

Katz (1987) investigated how principals spend their time while at school. The following specific problems were reported as a result of this study: 1) too much time is spent completing the amount of required paperwork 2) not enough time is spent on instructional leadership 3) unnecessary time is spent dealing with marginal staff.

Edwards (1990) found that a significant relationship exists between job satisfaction and time management skills of principals regardless of years in the principalship, school size, school location, gender and per pupil expenditures.

Wells (1993) examined the relationship among instructional leadership, time management, years in a principalship, gender and school size in elementary principals in Connecticut. Three significant findings were derived from the study 1) there was a significant relationship perceived between instructional

management and time management skills of the principal 2) there was a significant difference between males and females on time management strategies in the areas of staff supervision and work environment 3) time management is a significant predictor of one's instructional management behavior due to years of administrative experience, school size and gender.

### *Summary*

Time management is more than just managing time; it is people managing themselves and the way they go about accomplishing tasks or daily routines in relation to time. Time management is setting priorities and taking charge of a situation and time utilization. It means changing those habits or activities that cause wasted time. It is being willing to experiment with different methods and ideas to find the best way to make maximum use of time (Douglas & Douglas, 1994).

The use of time is a personal behavioral issue more than any other factor. In the field of education, principals that identify what they want to accomplish tend to get things done as work constraints and priorities have been considered and weighed against one another. Once principals learn to organize their priorities and deal with those less important time consuming issues more effectively they will be able to run their school in a more efficient manner (Fitzgerald, 1996).

The various sections of this chapter addressed what research indicates are the main issues that occupy a great deal of a principals time. The issues that are listed as factors that contribute to time management practices for school

principals are not an all inclusive list as the requirements for the position are continually changing. Furthermore, when dealing with people it is impossible to plan an entire day due to the variety of personalities and amount of interruptions. However, through an extensive review of literature, this researcher was able to identify four Research Questions that helped guide this study.

Throughout this study it became apparent that time management consultants agree that to effectively manage time, people must plan, delegate, organize, direct and control. Each and every person has to deal with time wasters and time robbers, but it is how the individual deals with those factors that lends to creating more time to focus on the issues that he or she considers important. This chapter was organized to address the categories that waste and rob principals of their time followed by categories that research indicates helps principals reclaim their time. The current study attempted to identify specific strategies for current principals to employ that will assist them in dealing more effectively with those issues that absorb a tremendous amount of time.

## CHAPTER 3

### METHODOLOGY

The purpose of this study was to identify where secondary public school principals in Nevada are spending their time while at school. Through this study, principals identified strategies to prevent focusing all their efforts on managerial issues and thereby allowing time for instructional leadership activities. A secondary purpose for this study was to identify any statistically significant differences between how Nevada secondary public school principals spend their time in relation to grade configuration: middle school vs. high school, the size of the building they serve, age of the principal, gender of the principal, years of administrative experience and No Child Left Behind classification. The final purpose of this study served to offer recommendations to Nevada school principals regarding effective time management strategies to provide more focused time for instructional leadership.

Chapter 3 describes the approaches used to address the questions posed in this study. Included are a restatement of the questions to be answered by the study, study design, data collection, description of survey sample, treatment of data, assurances about the protection of human subjects, role of the researcher, and a summary.

#### *Research Questions*

The following Research Questions provided focus to this study:

1. How often do Nevada secondary public school principals perceive they utilize specific time management strategies?

2. Do Nevada secondary public school principals perceive they spend more time on management and organizational issues or instructional leadership issues?
3. Is there a statistically significant difference between how Nevada secondary public school principals spend their time in relation to grade configuration: middle school vs. high school, the size of the building they serve, age of the principal, gender of the principal, years of administrative experience and annual yearly progress classification?
4. Based on the findings, are there recommendations that can be made for better time management that would allow principals more time for instructional leadership and student performance?

### *Study Design*

The investigation was designed to answer the previously stated questions through the solicitation of responses from all Nevada middle and high school principals. The Kansas State University online survey system was utilized to administer an email survey intended to reveal principals perceptions of time management versus the reality of time management. The principals were asked to complete the time management survey during a strategically designated time frame to avoid high stakes state testing and holiday vacations. Dillman (2000) noted that when selecting times to send out a survey, it is useful to focus first on known characteristics of the specific population and then on study objectives.

The survey instrument was developed by the researcher from an extensive review of literature of time management practices of principals and

business leaders. The questions for the survey instrument were developed and refined by reviewing various instruments that have been designed to obtain information on the way principals spend their time at school. Also, recommendations from a preliminary pilot study provided focus for the drafting of questions too.

The study was intended to be exploratory in nature. At the time of the investigation, it was not known where Nevada principals were spending their time while at school. The researcher was aware that some schools and/or districts require more or less in one or more areas than the next district and that was what the survey instrument was meant to uncover. Armed with the data, the researcher developed comparisons and contrasts between sub-groups.

The culmination of numerous reviews of the survey instrument resulted in the construction of a scale with fifty one items and appears in appendix C. To assess the principals' perception of their time management strategies on each item a four-point Likert scale was appended with the following descriptors:

4 – Always

3 – Often

2 – Occasionally

1 – Rarely or Never

The four point scale was selected to prevent respondents from regression to the mean as often happens with a five-point scale and so that limitations from a more restrictive scale would be prevented. A scale with limited response options could potentially lead to clustering providing less valuable data. A four

point scale allowed for variations in responses and lent itself to more precise data. Also, due to limited responses with the rarely or never category; “Rarely or Never” responses were recoded and grouped with “Occasionally” in determining mean scores for data analysis. Therefore, mean scores were coded to read 1=Rarely or Never and/or Occasionally, 2= Often, and 3=Always in chapter 4.

### *Data Collection*

As indicated previously, data was collected using the time management survey instrument developed by the researcher. The instrument was divided into three sections: section one addressed general school, student and principal demographic information. Section two focused on how principals spent their time at school from a managerial and/or organizational front. Section three focused on how principals spent their time at school from an instructional leadership perspective.

The sample included all public secondary school principals in the state of Nevada ( $n=200$ ) as a sample of the wider population. The researcher determined that any other forms of data collection approaches outside of surveying would not be practical. An online survey was chosen after assessing the effectiveness of approaches to the use of questionnaires and/or survey methods reported by experts in research methodology.

The survey instrument was designed to increase reliability and validity by having an expert panel of five public school principals and a nationally recognized time management consultant preview the survey (Ary, Jacobs, Razavieh, 2005). This step proved valuable on two fronts. First, the document

was sent electronically to emulate proposed procedures for the main study. Second, respondents provided feedback on the design and wording of questions. This step resulted in substantial changes being made to the survey design, wording of questions, deletion of questions and adding several more questions to the instrument.

Feedback included:

1. Word changes to directions to increase clarity.
2. Changes to two demographic questions.
3. The addition of one demographic question addressing Annual Yearly Progress classification.
4. All reported the instrument taking between five to ten minutes to complete.
5. The addition of several questions relating to daily routines/duties.
6. Revising the order of the scale to indicate four as symbolizing the most frequency and one symbolizing the least frequency.
7. Respondents indicated the ease in opening and using the instrument.

All participants were extremely interested in providing feedback; as well as, communicating their interest in the study itself. Most stated that they were eager to see what the results are following completion of the project. Their interest in the survey led the researcher to conclude that since Nevada is such a small state, word of mouth could potentially increase the response rate if that word of mouth is positive.

Once the changes were made, the researcher conducted a pilot study by re-distributing the survey instrument to a group of ten experienced principals, five

from the middle school level and five from the high school level, for further clarity and focus. The principals involved represented districts of all sizes from the state of Nevada. Specifically, the reviewers were asked to respond to the following questions:

1. Indicate the directions or questions, if any, that are unclear or need revision for any reason and provide suggestions for revision.
2. Indicate the requests for information or the questions, if any, which may be of limited use either because the information requested is not available or will be difficult to use for analysis.
3. Suggest any questions, if any, that may be trivial, or inappropriate in the survey, and therefore, may need to be deleted. Please provide a brief explanation as to why.
4. Suggest additional questions, if any, that should be included in the survey and provide a brief explanation as to why.
5. Provide suggestions for improving any aspect of the format of the survey.
6. In your professional opinion, will the items in the survey answer the Research Questions of the study?
7. Indicate how long it took you to take the survey.
8. Did you experience any technical difficulties in receiving, opening or completing the survey?
9. Comments, suggestions, or ideas?

Any items that were identified by the reviewers as unclear or not related to the current study were revised for clarity or removed. Any items suggested to be added to the survey instrument were considered as well.

Dillman (2000) suggested using the tailored design method (TDM) which is a set of procedures for conducting successful self-administered surveys that produce both high quality information and high response rates (p. 29). The purpose of utilizing the TDM was to create respondent trust and the perception of increased rewards outweighing the costs they expect to incur.

The survey procedures followed guidelines suggested by Dillman (2000). Dillman stated, "A questionnaire involves much more than the manipulation of words" (80). His list of design principles for email surveys provided guidance in construction of the on-line survey used in this study. The principles are:

- Utilize a multiple contact strategy much like that used for regular email surveys.
- Personalize all email contacts so that none are part of a mass mailing that reveals either multiple recipient addresses or listserv origin.
- Keep the cover letter brief to enable respondents to get to the first question without having to scroll down the page.
- Inform respondents about the estimated completion time of the survey.
- Inform respondents of alternative ways to respond, such as printing and sending back their responses.
- Include a replacement questionnaire with the reminder message.

- Limit the column width of the questionnaire to about 70 characters in order to decrease the likelihood of wrap-around text.
- Begin with an interesting but simple to answer question.
- Ask respondents to place X's inside brackets to indicate their answers.

(367)

Dillman indicated that cover letters and the actual survey must be designed as a single unit. Email survey principles are very similar to those found to be important for other types of surveys. He cautioned that the decision by the recipient to respond is made much quicker and with less information than when paper surveys are used, thus researchers must carefully consider the benefit, cost and trust of the instrument when deciding to use an electronic survey.

Survey techniques involved the collection of primary data about subjects, through the use of a questionnaire. It is very popular since many different types of information can be collected including perception, motivation and behavior. The approach allows for standardization and uniformity both in the questions asked and in the method of approaching subjects, making it far easier to compare and contrast answers by respondent groups.

Appendix A contains the cover letter explaining the study which was sent out with the electronic survey to all secondary school principals in the state of Nevada. Prior to surveying principals, the Nevada Department of Education indicated their support of the project and issued a memo to all Nevada superintendents on the purpose of this study and how it can benefit Nevada administrators. Also, the superintendents were requested to urge their principals

to respond to the survey by emphasizing the importance of this research to the field.

In order to track principals who had responded and those who had not a number was assigned through the survey system to each participant, therefore, names of participants were not identified. The researcher used the Kansas State University on-line survey instrument, which automatically sent reminders to those participants who had failed to complete the survey. Dillman (2000) suggested that utilizing the social exchange theory through automatically sending reminders is an excellent technique to increase response rates. Furthermore, the researcher assumed the relevance of the study to the careers of the subjects would generate interest in the results and stimulate participation.

#### *Survey sample*

The subjects for this study included all secondary public school principals in the state of Nevada (N=200) during the 2006-2007 school year. Secondary school principals were defined as those serving schools from the middle level through high school or any configuration of the two. The respondents were disaggregated by self-reported gender, age, grade configuration of the building served, years of administrative experience and building size.

#### *Treatment of data*

A statistical consultant from the department of educational specialties at the University of Nevada Reno provided data analysis services for the study. Email responses were returned directly to Kansas State University on-line survey system. Data was compiled, disaggregated, analyzed and provided to the

statistical consultant for interpretation. Demographic data was compiled and reported for each of the variables addressed on the survey, including number and percent of respondents according to age, gender, grade configuration of the building served, years of administrative service and school size.

The Time Management for Secondary School Principals survey was emailed to all Nevada secondary school principals ( $N=200$ ) on October 24, 2006 using the KSU online survey system. The Deputy Superintendent of the Nevada Department of Education provided the email addresses after approval from all seventeen superintendents was granted. A total of thirty-two surveys were either blocked by school districts email filtering systems, were incorrect addresses or were deemed undeliverable for one reason or another bringing the actual number of possible respondents to 177. A total of 60 (34%) out of 177 principals completed the survey by the November 18, 2006, deadline and were deemed usable for data analysis.

Concern for representation of the total population due to a 34% response rate guided this researcher to conduct a comparative study of the data received with the total group. To determine if the characteristics of the responding administrators were representative of the total population of secondary school principals in Nevada, chi square analyses were conducted. The purpose of running chi square analyses was to uncover and/or evaluate statistically significant differences between proportions for two or more groups in a data set. Chi squares can determine the probability distribution of the test statistic and

assist in approximating a distribution as closely as desired by making the sample size large enough.

Prior to running chi square analyses, data on the total population was obtained from school district web sites given that a database with the information needed did not exist. Once at a school district's web site, each school link had to be entered to determine school population, gender of principal and which annual yearly progress designation the school had received. After the total group data was compiled chi squares were run and compared to each subset to determine if any statistical differences existed.

Three subsets were used to conduct the chi square analyses. Those subsets were; the entire respondent group, all counties except for Clark County (Las Vegas) and Clark County (Las Vegas) by itself. The next course of action was determining which demographic variables within the subsets could be measured. The variables measured were gender and annual yearly progress. Results from the chi square analyses will be discussed further in chapter 4. At this point, the researcher was able to move on to statistically addressing the Research Questions.

Research Questions were addressed as follows:

Research Question 1: *A frequency table was generated to identify specific time management survey items respondents reported using with the greatest and least amount of frequency.*

Research Question 2: *A series of frequency tables was run to illustrate the distribution principals spend on management and organizational issues versus instructional leadership and curriculum issues.*

Research Question 3: *A series of ANOVA analyses was run to determine how the individual survey items relate to the demographics of the respondent principals.*

Research Question 4: *A thorough examination of the data analysis was conducted to determine the implications, suggestions for future research and a brief summation of the results.*

#### *Protection of human subjects*

Once the doctoral supervisory committee granted approval for the study, appropriate materials were sent to the Kansas State University Institutional Review Board (IRB) for Research Involving Human Subjects. Data collection could not begin until approval had been granted from the IRB committee. Also, within the instrument itself, informed consent was explained and addressed.

#### *Role of the researcher*

The researcher initially planned to provide a presentation to all seventeen school district superintendents, at the recommendation of the Nevada Department of Education Deputy Superintendent of Curriculum and Instruction. The purpose of such a presentation was to explain the study, provide a copy of the survey instrument and give details how it will be administered prior to sending the electronic survey. The researcher planned to ask the superintendents for support and to encourage the principals in their districts to complete the survey.

Dillman (2000) suggested that people are more likely to comply with a request if it came from an authoritative source, that is, one whom the larger culture defined as legitimated to make such requests and expect compliance.

Unfortunately, it was determined that this type of presentation at a superintendents meeting would not be appropriate. The meetings are geared toward drafting or revising policy and legislative issues. The researcher remained optimistic, however that with the deputy superintendent of curriculum and instruction's memo to school district superintendents a respectable survey return rate would be achieved. The expectation was to uncover areas of statistically significant differences in the way principals' function that would lead to a number of recommendations that could be offered to the field and utilized for future benefit.

### *Summary*

Chapter three presented the study design, data collection and population and sample that will be utilized for this study. The design of this study utilized an on-line survey approach to gather data of how secondary public school principals in the state of Nevada spend their time at school. The selection of subjects, treatment of data, instrumentation, pilot study procedures and protection of human subjects for the proposed study were discussed.

## CHAPTER 4

### DATA RESULTS AND ANALYSIS

#### *Introduction*

Chapter four focuses on the data analysis component of this quantitative study. The purpose of this study was to identify where secondary public school principals are spending their time while at school. A detailed literature review in chapter two helped guide the study and development of four Research Questions. Following the successful return of data from respondents, statistical analyses were performed to address the Research Questions with the assistance of a professional statistician from the University of Nevada Reno to ensure accurate reporting procedures.

In this chapter, a description of the survey sample is presented along with a description of the survey instrument. This is followed by results of a chi square analysis, an examination of the demographic data from the survey instrument and data analyses of the time management for secondary school principal's survey in relation to each Research Questions.

#### *Description of survey sample*

The time management for secondary school principals survey was emailed to all Nevada secondary school principals ( $N=200$ ) as a sample of the wider population. The survey was sent out on October 24, 2006 using the Kansas State University online survey system. Prior to allowing any research to be conducted, two of seventeen Nevada school districts required approval to conduct research within their school district. Copies of research protocol for Clark

County school district and Washoe County school district can be found in Appendices B & C.

The email addresses needed for this study were provided by the Nevada Department of Education. A total of twenty three email addresses were returned as undeliverable making the total number of possible respondents 177. A total of 60 (34%) out of 177 principals completed the survey by the November 18, 2006 deadline and were deemed usable for data analyses. According to Dillman, response rates from surveys can vary widely; however, this study's 34% response rate is within range with a plus or minus 10 percentage points sampling error.

#### *Description of the survey instrument*

The time management for secondary school principals' survey consisted of 51 questions (See, Appendix D). Questions 1-8 collected demographic information from survey participants. Questions 9.1 through 9.25 asked principals to rank their time spent on management/organizational items while questions 10.1 through 10.18 asked principals to rank their time spent on instructional leadership items. A four point instead of a five point likert scale was used to rank principals perceptions of time management. The purpose of the four point scale was to prevent regression to the mean. Response choices were 1=Rarely or Never, 2=Occasionally, 3=Often, 4=Always.

#### *Chi square analysis*

A series of chi square analyses were run on the data to determine reliability. The chi square proved that 5 out of 6 analyses showed that no

significant difference exists between the respondent group and the total sample population. The results of the chi square analysis provided confidence in the reliability of the respondent group. Results from the chi square indicated that no significant differences exist between the sample and the total population for the following:

1. Gender of administrators for all counties ( $p > .05$ ,  $\chi (59) = .71592$ ).
2. Gender of administrators for Clark County ( $p > .05$ ,  $\chi (59) = 2.11$ ).
3. Gender of administrators for all counties except for Clark County ( $p > .05$ ,  $\chi (59) = 1.84$ ).
4. School level by annual yearly progress for all counties ( $p > .05$ ,  $\chi (60) = 2.87$ ).
5. School level by annual yearly progress for all counties except Clark County ( $p > .05$ ,  $\chi (60) = 2.66$ ).

Results from the chi square indicated that a significant difference does exist between the sample and the total population for the following:

1. School level by annual yearly progress for Clark County ( $p < .05$ ,  $\chi (60) = .0039$ ).

This statistically significant finding indicated that Clark County schools are not making annual yearly progress at a higher rate than the rest of the state.

### *Demographic information*

The demographic section of the time management for secondary school principals' survey was designed to provide information about study participants and the schools they serve. Figures 1-6 illustrate the demographic characteristics

of the respondents in this study. The information included questions related to the participant's age, gender, years of teaching experience, years as a principal, size of the school building, annual yearly progress classification and building configuration. The data were analyzed using percentage and frequencies.

Of the principals who responded to the questionnaire, those age 35 or under constituted only (6.6%) of the respondents, while those 36 and over made up nearly (95%) on the total respondent population (Figure 1).

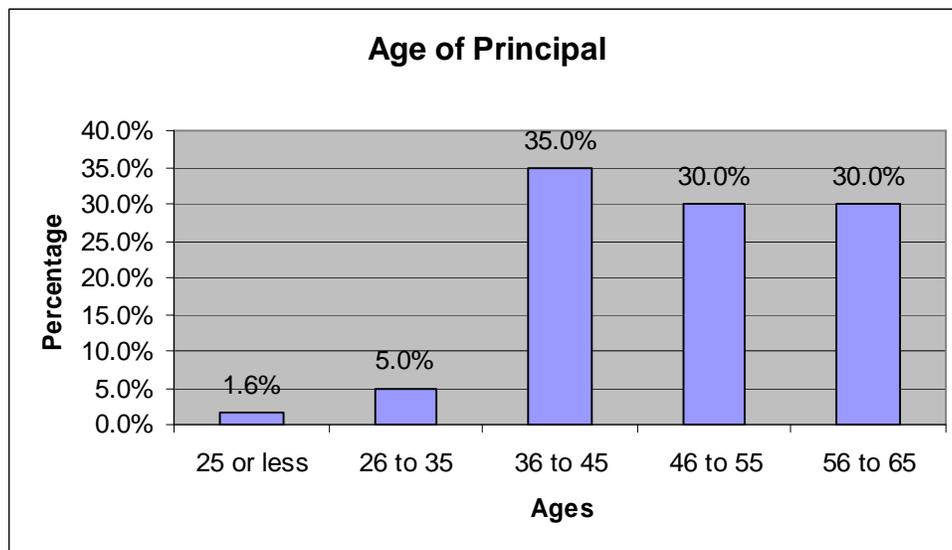


Figure 1. Age of respondents.

Regarding the return of questionnaires, the gender of respondents made up a relatively balanced number of males (45%) and females (53.3%) (Figure 2).

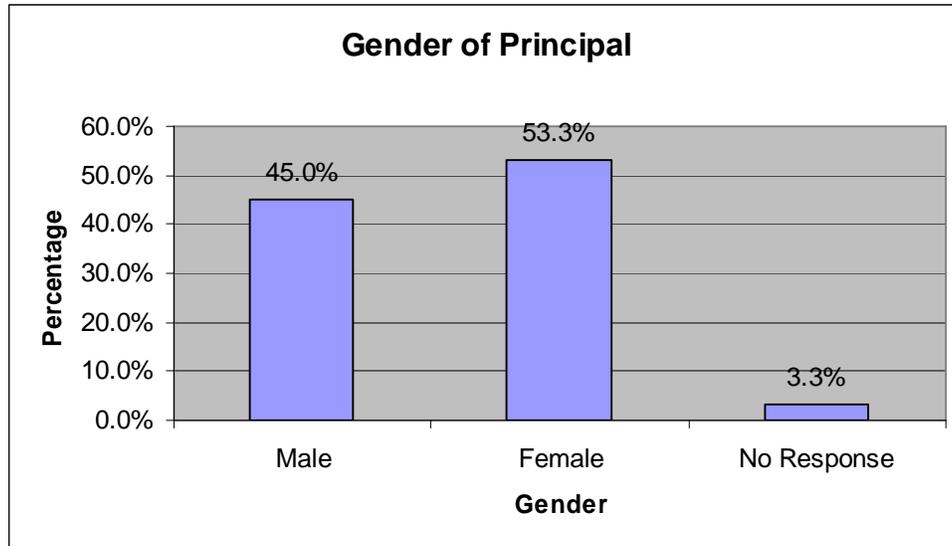


Figure 2. Gender of respondents.

Figure 3 represents the number of years of teaching experience the respondent group had experienced in the classroom. Of those who responded, over (31.3%) accounted for principals who had 16 years or more in the classroom while (48.3%) accounted for principals who had 10 or less years in the classroom (Figure 3).

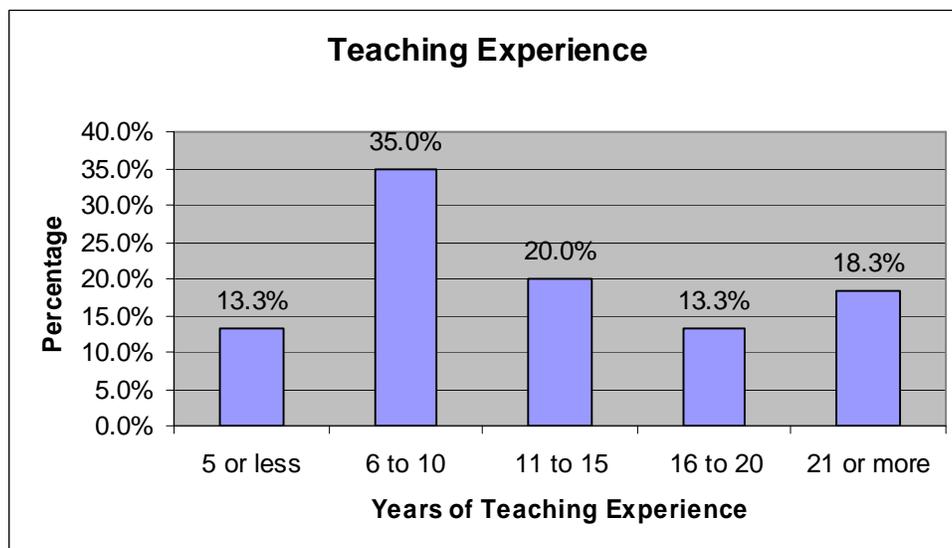


Figure 3. Number of years teaching experience.

Figure 4 illustrates the number of years of the respondent group has served as a building principal. Of those who responded, over (80%) of the respondent group account for principals who have 10 or less years as a building principal while (19.8%) of the respondent group account for principals who have 11 or more years as a building principal (Figure 4).

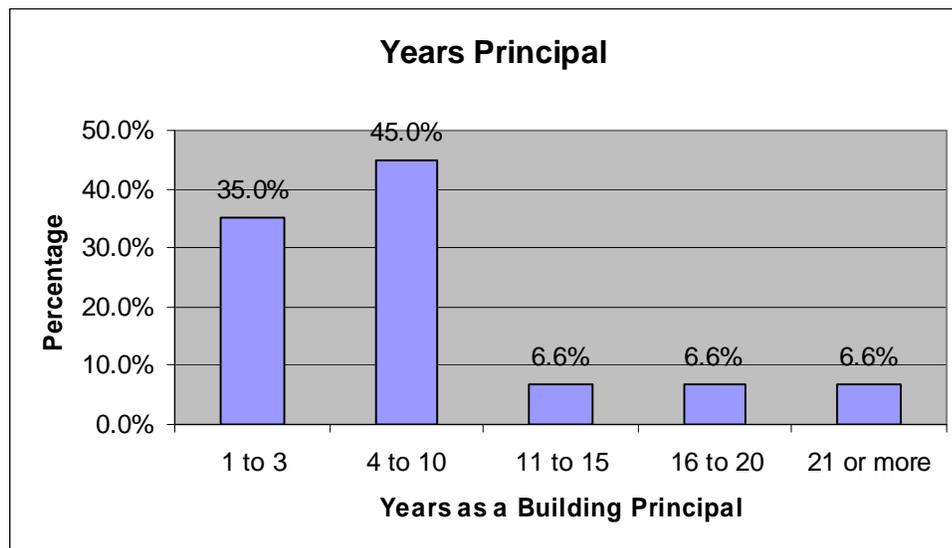


Figure 4. Number of years as a building principal.

Regarding the annual yearly progress determination by the state of Nevada, (43.3%) of the respondent schools are in need of improvement or placed on the watch. (Figure 5).

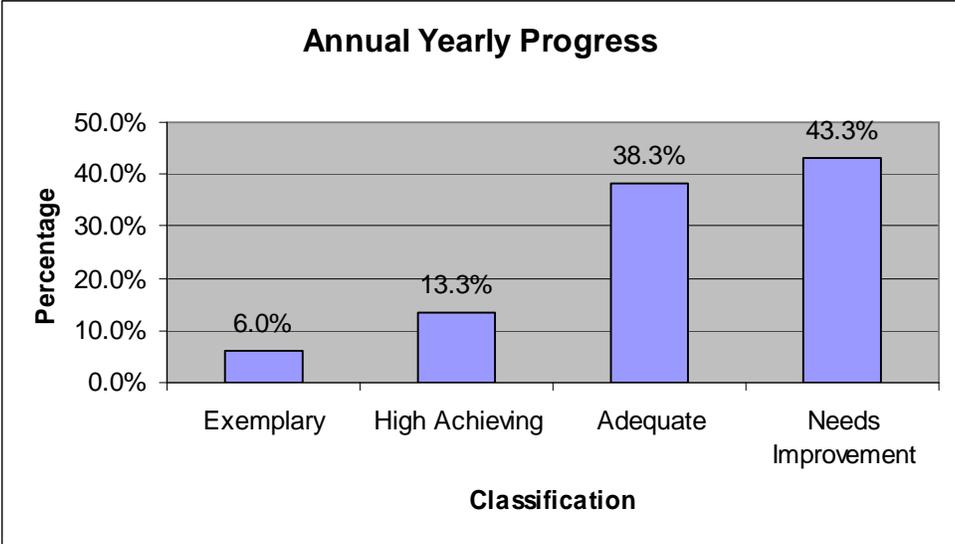


Figure 5. Annual Yearly Progress.

Figure 6 represents the types of schools administered. Of the principals who responded (38.3%) were high school principals, (50%) were middle school principals and (11.6%) consisted of multi-leveled schools.

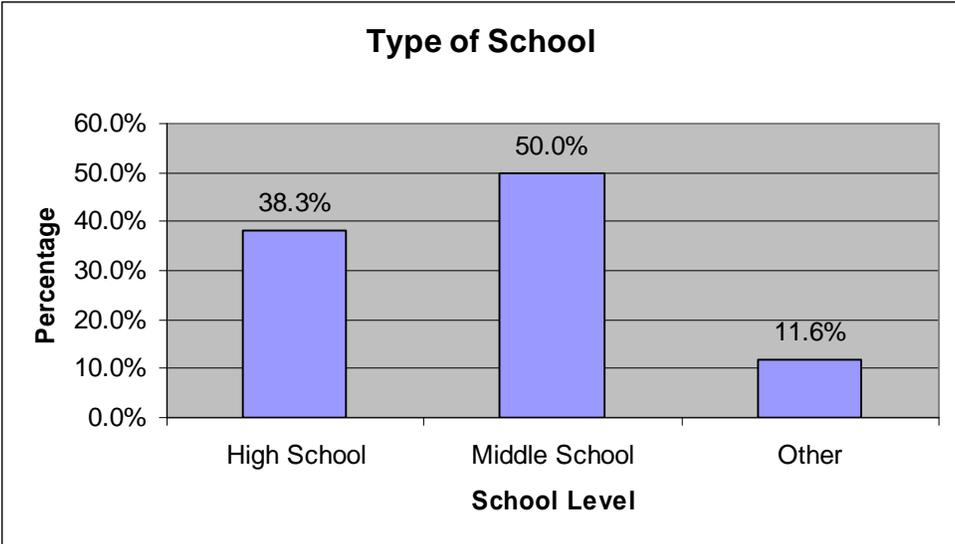


Figure 6. Types of schools.

## *Research Questions and data analyses*

The Research Questions for this study were created to align with the questions asked on the Time Management for Secondary School Principals survey. The following sections of this chapter present the data analysis corresponding to answer each Research Question.

### Research Question 1

*How often do Nevada secondary public school principals perceive they utilize specific time management strategies?*

Question 1 was designed to identify the amount of time principals spend on specific items. Descriptive statistics were utilized on 43 questions that fell into two main categories of questions on the survey; instructional leadership and management and/or organization. The first series of illustrations represent the overall frequency response data from the respondent group. Following the raw response data is the frequencies, means, and standard deviations of instructional leadership, management, and the entire sample presented using the statistical package for the social sciences (SPSS, version 13.0).

Table 1 illustrates frequency ratings data provided by the respondents. Questions 9.1 through 9.25 related to management and organizational issues and 10.1 through 10.18 related to instructional leadership issues. Note that “Rarely or Never” responses were recoded and grouped with “Occasionally” in determining mean scores. Therefore, mean scores were coded to read 1=Rarely or Never and/or Occasionally, 2= Often, and 3=Always.

In regards to management and organizational items, principals reported with the highest frequency questions 9.18 (Obtaining all the facts of every situation before making a decision) and 9.25 (Dividing supervision of extracurricular activities amongst all administrators). On the other hand, principals reported with the least frequency questions 9.8 (Working on the priorities set) and 9.5 (Scheduling the day by appointment only).

For instructional leadership items, principals reported with the highest frequency questions 10.13 (Reflecting on personal performance) and 10.18 (Celebrating student and staff accomplishments). On the other hand, principals reported with the least frequency questions 10.9 (Reading professional journals related to school improvement and/or instructional leadership) and 10.5 (Meeting with students regarding academic progress).

Table 1

*Response Rate of the Entire Sample*

Item Description	Frequency Ratings			
	Rarely or Never	Occasionally	Often	Always
Q9.1: Have a secretary screen your calls by referring them to other offices or staff members?	8	10	24	18
Q9.2: Have a secretary answer your telephone calls?	6	5	22	26
Q9.3: Batch your returning of calls into one block of time?	18	18	17	6
Q9.4: Use a secretary to make appointments for you?	19	8	23	10
Q9.5: Schedule your day by appointment only?	29	21	9	1
Q9.6: Go to your assistants work stations to make appointments versus having them come to you?	6	8	24	21
Q9.7: Make daily priorities lists?	4	9	35	12
Q9.8: Work on priorities in the order you set?	15	25	20	0
Q9.9: Focus on one task at a time?	0	2	29	29
Q9.10: Set deadlines for yourself and staff?	0	2	29	29
Q9.11: Place a limit on the number of scheduled meetings?	15	15	24	6
Q9.12: Set begin and end times for meetings and	5	16	26	13

stick to them?

Item Description	Rarely or Never	Occasionally	Often	Always
Q9.13: Hold weekly administrative meetings?	10	8	14	27
Q9.14: Place a time limit on un-scheduled meetings/visitors?	15	25	17	3
Q9.15: Remain standing while dealing with an unannounced visitor?	14	28	13	5
Q9.16: Deal with unexpected visitors outside your office when possible?	8	26	17	8
Q9.17: Have your secretary deal with unexpected visitors and arrange for an appointment if necessary?	12	22	24	2
Q9.18: Obtain all the facts of every situation before you make a decision?	0	7	23	30
Q9.19: Delay in making a decision for fear that you might make a mistake?	26	27	4	3
Q9.20: Allow your assistants to make decisions related to their area(s) of responsibility?	4	3	23	29
Q9.21: Attempt to keep your desk clear of materials except those necessary for completing your top priorities?	14	18	20	7
Q9.22: Have your secretary open your mail to sort and prioritize it for you?	15	12	9	24
Q9.23: Act upon paperwork as soon as it touches your desk?	4	18	28	10
Q9.24: Group your letter, email or memo reading into one block of time during the day?	12	23	20	5
Q9.25: Divide supervision of extracurricular activities amongst all administrators?	5	2	15	37
Q10.1: Analyze test data to help guide instruction?	0	11	24	25
Q10.2: Monitor curriculum related issues as they pertain to students and teachers?	0	7	29	24
Q10.3: Oversee standardized test administration in your school?	8	21	12	19
Q10.4: Visit classrooms on a daily basis?	3	7	35	15
Q10.5: Meet with students regarding academic progress?	5	14	29	12
Q10.6: Meet with teachers regarding instructional issues?	0	8	38	14
Q10.7: Attend district office meetings?	2	4	21	32
Q10.8: Meet with school-site administrative team?	3	4	21	31
Q10.9: Read professional journals related to school improvement and/or instructional leadership?	5	17	28	10
Q10.10: LEA IEP meetings?	6	26	13	15
Q10.11: Lead instructional staff development meetings?	0	8	32	20
Q10.12: Involve others in planning professional development activities for the teaching staff?	0	2	29	29
Q10.13: Reflect on personal performance?	0	5	21	33
Q10.14: Engage in personal professional	0	6	29	24

development?

Item Description	Response Frequency			
	Rarely or Never	Occasionally	Often	Always
Q10.15: Re-visit the schools mission statement and school improvement plans?	4	10	25	21
Q10.16: Facilitate opportunities for staff collaboration?	1	5	29	24
Q10.17: Assess the school climate and culture?	0	2	30	28
Q10.18: Celebrate student and staff accomplishments?	0	5	22	32

Table 2 presents the frequencies, number of respondents per item (N), means, and standard deviations of the 25 management and/or organizational items. Note that “Rarely or Never” responses were recoded as “0”. Therefore, mean scores were coded so that 0=Rarely or Never, 1=Occasionally, 2=Often, and 3=Always.

The highest mean score of the entire series of questions regarding management and/or organization is question 9.10 (Setting deadlines for yourself and staff). This question also has the lowest standard deviation (.565) which indicates that most principals operate under the same mindset when it comes to getting things done in a timely fashion. While not the lowest mean score question 9.19 (Delay in making a decision for fear that you might make a mistake) is worth mentioning. The responses to this question declare that the majority of principals are confident in their abilities to make decisions without the fear of failure.

Table 2

*Frequencies, Means, and Standard Deviations of Management and/or Organizational items*

Item Description	N	Minimum	Maximum	Mean	Std. Deviation
Q9.1: Have a secretary screen your calls by referring them to other offices or staff members?	60	0	3	1.87	0.999
Q9.2: Have a secretary answer your telephone calls?	59	0	3	2.15	0.962
Q9.3: Batch your returning of calls into one block of time?	59	0	3	1.19	0.991
Q9.4: Use a secretary to make appointments for you?	60	0	3	1.4	1.108
Q9.5: Schedule your day by appointment only?	60	0	3	0.7	0.788
Q9.6: Go to your assistants work stations to make appointments versus having them come to you?	60	0	3	1.05	0.852
Q9.7: Make daily priorities lists?	59	0	3	2.02	0.956
Q9.8: Work on priorities in the order you set?	60	0	3	1.92	0.787
Q9.9: Focus on one task at a time?	60	0	2	1.08	0.766
Q9.10: Set deadlines for yourself and staff?	60	1	3	2.45	0.565
Q9.11: Place a limit on the number of scheduled meetings?	60	0	3	1.35	0.971
Q9.12: Set begin and end times for meetings and stick to them?	60	0	3	1.78	0.885
Q9.13: Hold weekly administrative meetings?	59	0	3	1.98	1.137
Q9.14: Place a time limit on un-scheduled meetings/visitors?	60	0	3	1.13	0.853
Q9.15: Remain standing while dealing with an unannounced visitor?	60	0	3	1.17	0.905
Q9.16: Deal with unexpected visitors outside your office when possible?	59	0	3	1.42	0.894
Q9.17: Have your secretary deal with unexpected visitors and arrange for an appointment if necessary?	60	0	3	1.27	0.821
Q9.18: Obtain all the facts of every situation before you make a decision?	60	1	3	2.38	0.691
Q9.19: Delay in making a decision for fear that you might make a mistake?	60	0	3	0.73	0.8
Q9.20: Allow your assistants to make decisions related to their area(s) of responsibility?	59	0	3	2.31	0.856
Q9.21: Attempt to keep your desk clear of materials except those necessary for completing your top priorities?	59	0	3	1.34	0.976

Item Description	N	Minimum	Maximum	Mean	Std. Deviation
Q9.22: Have your secretary open your mail to sort and prioritize it for you?	60	0	3	1.7	1.239
Q9.23: Act upon paperwork as soon as it touches your desk?	60	0	3	1.73	0.821
Q9.24: Group your letter, email or memo reading into one block of time during the day?	60	0	3	1.3	0.889
Q9.25: Divide supervision of extracurricular activities amongst all administrators?	59	0	3	2.42	0.914

Table 3 presents the frequencies, number of respondents per item (N), means, and standard deviations of the 18 instructional leadership items. Note that “Rarely or Never” responses were recoded as “0”. Therefore, mean scores were coded so that 0=Rarely or Never, 1=Occasionally, 2=Often, and 3=Always.

It is alarming to note the two lowest mean scores of the entire series of questions regarding instructional leadership items are 10.10 (LEA IEP Meetings) and 10.3 (Overseeing standardized test administration). What’s so alarming is that both of these items are areas that directly impact a school’s annual yearly progress classification.

Table 3

*Frequencies, means and Standard Deviations of Instructional Leadership Items*

Item Description	N	Minimum	Maximum	Mean	Std. Deviation
Q10.1: Analyze test data to help guide instruction?	60	1	3	2.23	0.745
Q10.2: Monitor curriculum related issues as they pertain to students and teachers?	60	1	3	2.28	0.666
Q10.3: Oversee standardized test administration in your school?	60	0	3	1.7	1.062
Q10.4: Visit classrooms on a daily basis?	60	0	3	2.03	0.758
Q10.5: Meet with students regarding academic progress?	60	0	3	1.8	0.86
Q10.6: Meet with teachers regarding	60	1	3	2.1	0.602

instructional issues?

Item Description	N	Minimum	Maximum	Mean	Std. Deviation
Q10.7: Attend district office meetings?	59	0	3	2.41	0.768
Q10.8: Meet with school-site administrative team?	59	0	3	2.36	0.826
Q10.9: Read professional journals related to school improvement and/or instructional leadership?	60	0	3	1.72	0.846
Q10.10: LEA IEP meetings?	60	0	3	1.62	0.976
Q10.11: Lead instructional staff development meetings?	60	1	3	2.2	0.659
Q10.12: Involve others in planning professional development activities for the teaching staff?	60	1	3	2.45	0.565
Q10.13: Reflect on personal performance?	59	1	3	2.47	0.653
Q10.14: Engage in personal professional development?	59	1	3	2.31	0.65
Q10.15: Re-visit the schools mission statement and school improvement plans?	60	0	3	2.05	0.891
Q10.16: Facilitate opportunities for staff collaboration?	59	0	3	2.29	0.696
Q10.17: Assess the school climate and culture?	60	1	3	2.43	0.563
Q10.18: Celebrate student and staff accomplishments?	59	1	3	2.46	0.652

Table 4 presents the frequencies, number of respondents per item (N), means, and standard deviations of the 43 instructional leadership, management and/or organizational items. Note that “Rarely or Never” responses were recoded as “0”. Therefore, mean scores were coded so that 0=Rarely or Never, 1=Occasionally, 2=Often, and 3=Always.

When the tables for management and/or organizational and instructional leadership are placed on top of one another it becomes easily recognizable how similar principals are in relation to their responses. For instance, question 10.17 (Assessing the school climate and culture) has the lowest standard deviation of .563, but a relatively high mean score of 2.43. This indicates that principals across the state of Nevada agree that placing a high emphasis on the school's

climate and culture is important. The margin of error in other areas is relatively small compared to the rest of the questions too (i.e. level of the school building, age of the principal, years experience, etc...).

On the other hand, questions 9.22 (Having a secretary open your mail to sort and prioritize it for you) and 9.13 (Hold weekly administrative meetings) have the highest standard deviations (9.22--1.239 & 9.13—1.137). To fully understand the variation in responses, further research studies would need to be conducted to uncover if more than one administrator is in the building and if the principal even has a secretary. These possible suggestions were made due to the responses from small rural schools.

Table 4

*Frequencies, Means, and Standard Deviations of Entire Sample*

<b>Item Description</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Q9.1: Have a secretary screen your calls by referring them to other offices or staff members?	60	0	3	1.87	0.999
Q9.2: Have a secretary answer your telephone calls?	59	0	3	2.15	0.962
Q9.3: Batch your returning of calls into one block of time?	59	0	3	1.19	0.991
Q9.4: Use a secretary to make appointments for you?	60	0	3	1.4	1.108
Q9.5: Schedule your day by appointment only?	60	0	3	0.7	0.788
Q9.6: Go to your assistants work stations to make appointments versus having them come to you?	60	0	3	1.05	0.852
Q9.7: Make daily priorities lists?	59	0	3	2.02	0.956
Q9.8: Work on priorities in the order you set?	60	0	3	1.92	0.787
Q9.9: Focus on one task at a time?	60	0	2	1.08	0.766
Q9.10: Set deadlines for yourself and staff?	60	1	3	2.45	0.565
Q9.11: Place a limit on the number of scheduled meetings?	60	0	3	1.35	0.971
Q9.12: Set begin and end times	60	0	3	1.78	0.885

for meetings and stick to them?

Item Description	N	Minimum	Maximum	Mean	Std. Deviation
Q9.13: Hold weekly administrative meetings?	59	0	3	1.98	1.137
Q9.14: Place a time limit on un-scheduled meetings/visitors?	60	0	3	1.13	0.853
Q9.15: Remain standing while dealing with an unannounced visitor?	60	0	3	1.17	0.905
Q9.16: Deal with unexpected visitors outside your office when possible?	59	0	3	1.42	0.894
Q9.17: Have your secretary deal with unexpected visitors and arrange for an appointment if necessary?	60	0	3	1.27	0.821
Q9.18: Obtain all the facts of every situation before you make a decision?	60	1	3	2.38	0.691
Q9.19: Delay in making a decision for fear that you might make a mistake?	60	0	3	0.73	0.8
Q9.20: Allow your assistants to make decisions related to their area(s) of responsibility?	59	0	3	2.31	0.856
Q9.21: Attempt to keep your desk clear of materials except those necessary for completing your top priorities?	59	0	3	1.34	0.976
Q9.22: Have your secretary open your mail to sort and prioritize it for you?	60	0	3	1.7	1.239
Q9.23: Act upon paperwork as soon as it touches your desk?	60	0	3	1.73	0.821
Q9.24: Group your letter, email or memo reading into one block of time during the day?	60	0	3	1.3	0.889
Q9.25: Divide supervision of extracurricular activities amongst all administrators?	59	0	3	2.42	0.914
Q10.1: Analyze test data to help guide instruction?	60	1	3	2.23	0.745
Q10.2: Monitor curriculum related issues as they pertain to students and teachers?	60	1	3	2.28	0.666
Q10.3: Oversee standardized test administration in your school?	60	0	3	1.7	1.062
Q10.4: Visit classrooms on a daily basis?	60	0	3	2.03	0.758
Q10.5: Meet with students regarding academic progress?	60	0	3	1.8	0.86
Q10.6: Meet with teachers	60	1	3	2.1	0.602

regarding instructional issues?

Item Description	N	Minimum	Maximum	Mean	Std. Deviation
Q10.7: Attend district office meetings?	59	0	3	2.41	0.768
Q10.8: Meet with school-site administrative team?	59	0	3	2.36	0.826
Q10.9: Read professional journals related to school improvement and/or instructional leadership?	60	0	3	1.72	0.846
Q10.10: LEA IEP meetings?	60	0	3	1.62	0.976
Q10.11: Lead instructional staff development meetings?	60	1	3	2.2	0.659
Q10.12: Involve others in planning professional development activities for the teaching staff?	60	1	3	2.45	0.565
Q10.13: Reflect on personal performance?	59	1	3	2.47	0.653
Q10.14: Engage in personal professional development?	59	1	3	2.31	0.65
Q10.15: Re-visit the schools mission statement and school improvement plans?	60	0	3	2.05	0.891
Q10.16: Facilitate opportunities for staff collaboration?	59	0	3	2.29	0.696
Q10.17: Assess the school climate and culture?	60	1	3	2.43	0.563
Q10.18: Celebrate student and staff accomplishments?	59	1	3	2.46	0.652

### *Research Question 2*

*Do Nevada secondary public school principals perceive they spend more time on management and organizational issues or instructional leadership issues?*

Question 2 was designed to identify where Nevada secondary school principals are spending their time while at school. To address this question, descriptive statistics were run on 43 questions that fell into two main categories of questions on the survey; instructional leadership and management and organization using the statistical package for the social sciences (SPSS, version 13.0). Note that “Rarely or Never” responses were

recoded and grouped with “Occasionally” in determining mean scores.

Therefore, mean scores were coded to read 1=Rarely or Never and/or Occasionally, 2= Often, and 3=Always.

Table 5 presents the rank ordered mean scores, number of respondents per item (N), and standard deviations of the 18 instructional leadership items.

This table illustrates in descending order from highest to lowest the mean scores relative to instructional leadership questions asked of respondents.

One item that is heavily debated in the research as important is if the principal regularly visits classrooms. This table relative to rank ordered mean scores shows that visiting classrooms on a daily basis ranks 14 out of 18. This may be one area that school districts pay close attention to.

Table 5

*Rank Ordered Mean Scores for Instructional Leadership*

<b>Item Description</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Q10.13: Reflect on personal performance?	59	2.47	0.653
Q10.18: Celebrate student and staff accomplishments?	59	2.46	0.652
Q10.12: Involve others in planning professional development activities for the teaching staff?	60	2.45	0.565
Q10.17: Assess the school climate and culture?	60	2.43	0.563
Q10.7: Attend district office meetings?	59	2.41	0.768
Q10.8: Meet with school-site administrative team?	59	2.36	0.826
Q10.14: Engage in personal professional development?	59	2.31	0.65
Q10.16: Facilitate opportunities for staff collaboration?	59	2.29	0.696
Q10.2: Monitor curriculum related issues as they pertain to students and teachers?	60	2.28	0.666
Q10.1: Analyze test data to help guide instruction?	60	2.23	0.745
Q10.11: Lead instructional staff development meetings?	60	2.2	0.659
Q10.6: Meet with teachers regarding instructional issues?	60	2.1	0.602
Q10.15: Re-visit the schools mission statement and school improvement plans?	60	2.05	0.891
Q10.4: Visit classrooms on a daily basis?	60	2.03	0.758
Q10.5: Meet with students regarding academic progress?	60	1.8	0.86
Q10.9: Read professional journals related to school improvement and/or instructional leadership?	60	1.72	0.846
Q10.3: Oversee standardized test administration in your	60	1.7	1.062

school?

Item Description	N	Mean	Std. Deviation
Q10.10: LEA IEP meetings?	60	1.62	0.976

Table 6 presents the rank ordered mean competence scores, number of respondents per item (N), and standard deviations of the 25 management and organizational items. This table illustrates in descending order from highest to lowest the mean scores relative to management and/or instructional leadership questions asked of respondents. Research said that effective principals surround themselves with knowledgeable and capable assistants. Therefore, it is important to point out that question 9.20 (Allowing your assistants to make decisions related to their area(s) of responsibility) ranks 4<sup>th</sup> out of 25 items. This is an important time management strategy that saves time as micro-managing every decision could be time consuming.

Table 6

*Rank Ordered Mean Scores for Management and Organizational items*

Item Description	N	Mean	Std. Deviation
Q9.10: Set deadlines for yourself and staff?	60	2.45	0.565
Q9.25: Divide supervision of extracurricular activities amongst all administrators?	59	2.42	0.914
Q9.18: Obtain all the facts of every situation before you make a decision?	60	2.38	0.691
Q9.20: Allow your assistants to make decisions related to their area(s) of responsibility?	59	2.31	0.856
Q9.2: Have a secretary answer your telephone calls?	59	2.15	0.962
Q9.7: Make daily priorities lists?	59	2.02	0.956
Q9.13: Hold weekly administrative meetings?	59	1.98	1.137
Q9.8: Work on priorities in the order you set?	60	1.92	0.787
Q9.1: Have a secretary screen your calls by referring them to other offices or staff members?	60	1.87	0.999
Q9.12: Set beginning and end times for meetings and stick to them?	60	1.78	0.885
Q9.23: Act upon paperwork as soon as it touches your desk?	60	1.73	0.821
Q9.22: Have your secretary open your mail to sort and prioritize it for you?	60	1.7	1.239

<b>Item Description</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Q9.16: Deal with unexpected visitors outside your office when possible?	59	1.42	0.894
Q9.4: Use a secretary to make appointments for you?	60	1.4	1.108
Q9.11: Place a limit on the number of scheduled meetings?	60	1.35	0.971
Q9.21: Attempt to keep your desk clear of materials except those necessary for completing your top priorities?	59	1.34	0.976
Q9.24: Group your letter, email or memo reading into one block of time during the day?	60	1.3	0.889
Q9.17: Have your secretary deal with unexpected visitors and arrange for an appointment if necessary?	60	1.27	0.821
Q9.3: Batch your returning of calls into one block of time?	59	1.19	0.991
Q9.15: Remain standing while dealing with an unannounced visitor?	60	1.17	0.905
Q9.14: Place a time limit on un-scheduled meetings/visitors?	60	1.13	0.853
Q9.9: Focus on one task at a time?	60	1.08	0.766
Q9.6: Go to your assistants work stations to make appointments versus having them come to you?	60	1.05	0.852
Q9.19: Delay in making a decision for fear that you might make a mistake?	60	0.73	0.8
Q9.5: Schedule your day by appointment only?	60	0.7	0.788

Table 7 presents the rank ordered mean scores, number of respondents per item (N), and standard deviations of the 43 instructional leadership, management and/or organizational items. According to respondent data, table 7 indicates that 70% of the first 10 items listed when both management and instructional leadership rank ordered means are combined; dealt with instructional leadership. This indicated that principals in Nevada feel they are spending the majority of their time addressing instructional issues first prior to attending to management items.

Table 7

*Rank Ordered Mean Scores for the Entire Sample*

<b>Item Description</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Q10.13: Reflect on personal performance?	59	2.47	0.653
Q10.18: Celebrate student and staff accomplishments?	59	2.46	0.652
Q10.12: Involve others in planning professional	60	2.45	0.565

development activities for the teaching staff?

Item Description	N	Mean	Std. Deviation
Q9.10: Set deadlines for yourself and staff?	60	2.45	0.565
Q10.17: Assess the school climate and culture?	60	2.43	0.563
Q9.25: Divide supervision of extracurricular activities amongst all administrators?	59	2.42	0.914
Q10.7: Attend district office meetings?	59	2.41	0.768
Q9.18: Obtain all the facts of every situation before you make a decision?	60	2.38	0.691
Q10.8: Meet with school-site administrative team?	59	2.36	0.826
Q10.14: Engage in personal professional development?	59	2.31	0.65
Q9.20: Allow your assistants to make decisions related to their area(s) of responsibility?	59	2.31	0.856
Q10.16: Facilitate opportunities for staff collaboration?	59	2.29	0.696
Q10.2: Monitor curriculum related issues as they pertain to students and teachers?	60	2.28	0.666
Q10.1: Analyze test data to help guide instruction?	60	2.23	0.745
Q10.11: Lead instructional staff development meetings?	60	2.2	0.659
Q9.2: Have a secretary answer your telephone calls?	59	2.15	0.962
Q10.6: Meet with teachers regarding instructional issues?	60	2.1	0.602
Q10.15: Re-visit the schools mission statement and school improvement plans?	60	2.05	0.891
Q10.4: Visit classrooms on a daily basis?	60	2.03	0.758
Q9.7: Make daily priorities lists?	59	2.02	0.956
Q9.13: Hold weekly administrative meetings?	59	1.98	1.137
Q9.8: Work on priorities in the order you set?	60	1.92	0.787
Q9.1: Have a secretary screen your calls by referring them to other offices or staff members?	60	1.87	0.999
Q10.5: Meet with students regarding academic progress?	60	1.8	0.86
Q9.12: Set begin and end times for meetings and stick to them?	60	1.78	0.885
Q9.23: Act upon paperwork as soon as it touches your desk?	60	1.73	0.821
Q10.9: Read professional journals related to school improvement and/or instructional leadership?	60	1.72	0.846
Q10.3: Oversee standardized test administration in your school?	60	1.7	1.062
Q9.22: Have your secretary open your mail to sort and prioritize it for you?	60	1.7	1.239
Q10.10: LEA IEP meetings?	60	1.62	0.976
Q9.16: Deal with unexpected visitors outside your office when possible?	59	1.42	0.894
Q9.4: Use a secretary to make appointments for you?	60	1.4	1.108
Q9.11: Place a limit on the number of scheduled meetings?	60	1.35	0.971
Q9.21: Attempt to keep your desk clear of materials except those necessary for completing your top	59	1.34	0.976

priorities?

Item Description	N	Mean	Std. Deviation
Q9.24: Group your letter, email or memo reading into one block of time during the day?	60	1.3	0.889
Q9.17: Have your secretary deal with unexpected visitors and arrange for an appointment if necessary?	60	1.27	0.821
Q9.3: Batch your returning of calls into one block of time?	59	1.19	0.991
Q9.15: Remain standing while dealing with an unannounced visitor?	60	1.17	0.905
Q9.14: Place a time limit on un-scheduled meetings/visitors?	60	1.13	0.853
Q9.9: Focus on one task at a time?	60	1.08	0.766
Q9.6: Go to your assistants work stations to make appointments versus having them come to you?	60	1.05	0.852
Q9.19: Delay in making a decision for fear that you might make a mistake?	60	0.73	0.8
Q9.5: Schedule your day by appointment only?	60	0.7	0.788

### *Research Question 3*

*Is there a statistically significant difference between how Nevada secondary public school principals spend their time in relation to grade configuration: middle school vs. high school, the size of the building they serve, age of the principal, gender of the principal, years of administrative experience and annual yearly progress classification?*

Question 3 uses a series of variables to determine if statistically significant differences exist between principals and specific demographical characteristics. To determine whether there were statistically significant differences, a series of ANOVA tests were run with the school level, enrollment, age of principal, gender of principal, years experience and annual yearly progress classification.

*School level-means and standard deviations.* The means and standard deviations for management and instructional leadership totals by school level are contained in Table 8. It is interesting to note the difference in mean scores from 7-12 Jr.-Sr. High School compared to traditional middle school and high school in

both management (Man Tot) and instructional leadership (Instr Tot) categories. Principals who administer 7-12 schools allocate time across a broader spectrum than do principals with fewer levels. This may mean spending more time on testing the wide range of grade levels or spending more time on literacy at the lower levels while math proficiency is more critical at the upper levels.

Table 8

*Means and Standard Deviations by Management and Instruction Totals*

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
ManTot	Middle School	30	53.0222	10.11616	1.84695	49.2448	56.7997	32.00	72.00
	High School	23	54.0870	12.81304	2.67170	48.5462	59.6277	25.33	72.00
	7-12 Jr-Sr High School	7	47.6190	9.38760	3.54818	38.9370	56.3011	29.33	60.00
	Total	60	52.8000	11.15060	1.43954	49.9195	55.6805	25.33	72.00
InstrTot	Middle School	30	72.2840	12.87126	2.34996	67.4777	77.0902	44.44	94.44
	High School	23	72.5443	13.40809	2.79578	66.7462	78.3424	37.04	92.59
	7-12 Jr-Sr High School	7	65.6085	8.99989	3.40164	57.2850	73.9320	51.85	77.78
	Total	60	71.6049	12.71015	1.64087	68.3216	74.8883	37.04	94.44

*School level-analysis of variance.* The summary table for the analysis of variance for both management and instructional leadership totals by school level is presented in Table 9. The findings indicate that there are no statistically significant differences at the .05 level regarding the time management strategies of principals as a result of the school level. This finding is contrary to Mintz (1987) who found that high school principals are statistically more likely to spend larger amounts of time at school than middle school principals. Also, considering the discrepancy in mean scores from table 8 above, it was surprising to see that

no significant difference emerged while running an analysis of variance on management and instructional leadership using school level as the dependent variable.

Table 9

*2X3 ANOVA: Management and Instruction by School Level (N=60)*

		Sum of Squares	df	Mean Square	F	Sig.
ManTot	Between Groups	227.471	2	113.736	.912	.407
	Within Groups	7108.351	57	124.708		
	Total	7335.822	59			
InstrTot	Between Groups	285.830	2	142.915	.881	.420
	Within Groups	9245.491	57	162.202		
	Total	9531.321	59			

*Student enrollment-means and standard deviations.* The means and standard deviations for management and instructional leadership by student enrollment are contained in table 10. Note the discrepancy in mean scores when the student enrollment is 1,001 and above versus 1,000 or under. Also, it is interesting to identify how similar, according to a standard deviation of only 7.63; the responses of principals with a student enrollment of 2,001 or more were regarding management items compared to all other populations.

Table 10

*Means and Standard Deviations by Management and Instruction Totals*

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
ManTot	Under 250 Students	13	47.3846	13.80945	3.83005	39.0396	55.7296	25.33	69.33
	251-500	9	50.5185	8.83036	2.94345	43.7309	57.3061	38.67	64.00
	501-1000	10	48.8000	8.64556	2.73397	42.6153	54.9847	32.00	58.67
	1001-2000	18	57.6296	10.91434	2.57253	52.2021	63.0572	32.00	72.00
	2001 or more students	10	57.2000	7.63229	2.41354	51.7402	62.6598	41.33	65.33
	Total	60	52.8000	11.15060	1.43954	49.9195	55.6805	25.33	72.00
InstrTot	Under 250 Students	13	70.6553	10.47146	2.90426	64.3274	76.9831	57.41	85.19
	251-500	9	72.4280	11.98151	3.99384	63.2182	81.6378	53.70	92.59
	501-1000	10	70.5556	15.62716	4.94174	59.3766	81.7346	44.44	94.44
	1001-2000	18	72.1193	14.06708	3.31564	65.1239	79.1147	37.04	92.59
	2001 or more students	10	72.2222	12.77047	4.03838	63.0868	81.3577	53.70	92.59
	Total	60	71.6049	12.71015	1.64087	68.3216	74.8883	37.04	94.44

*Student enrollment-analysis of variance.* The summary table for the analysis of variance for both management and instructional leadership total by student enrollment is presented in table 11. For management total there was a statistically significant difference between the school levels ( $F(4, 55)= 2.693$ ,  $p<.05$ ). Post hoc analysis did not indicate any significant pairwise differences. Ghosey (1987) also found that there were statistically significant differences in how principals of the largest schools spent their time as compared to principals of smaller schools. Duffey (1991); however, found no difference between principals' use of time in urban school districts and rural school districts. For instructional leadership total, there was no significant difference.

The analysis of variance data indicates a principal that administers a school with a student enrollment of 1,001 or more is statistically more likely spend more time attending to management issues than a principal with a student enrollment of 1,000 or less. Based on enrollment numbers and state mandated student to teacher ratios, principals of larger schools tend to have more support while attending to issues.

Table 11

*2X5 ANOVA: Management and Instruction by School Size (N=60)*

		Sum of Squares	df	Mean Square	F	Sig.
ManTot	Between Groups	1201.545	4	300.386	2.693	.040*
	Within Groups	6134.277	55	111.532		
	Total	7335.822	59			
InstrTot	Between Groups	37.406	4	9.352	.054	.994
	Within Groups	9493.915	55	172.617		
	Total	9531.321	59			

Note. Sig.=p<.050

*Age of the principal-means and standard deviations.* The means and standard deviations for management and instructional leadership totals by age of principal are contained in table 12. It can be gleaned from data that principals from each age category responded relatively similar based on the proximity of mean scores. It could be suggested that regardless of the age of the principal a high confidence interval would exist regarding the time management strategies of principals in Nevada in relation to the management/organizational items and instructional leadership items surveyed in this study.

Table 12

*Means and Standard Deviations by Management and Instruction Totals*

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
ManTot	45 & under	25	52.3733	12.82659	2.56532	47.0788	57.6679	25.33	72.00
	46-55	18	54.8148	9.49318	2.23757	50.0940	59.5357	29.33	69.33
	56-65	17	51.2941	10.42558	2.52858	45.9338	56.6545	32.00	66.67
	Total	60	52.8000	11.15060	1.43954	49.9195	55.6805	25.33	72.00
InstrTot	45 & under	25	72.1481	11.81514	2.36303	67.2711	77.0252	44.44	92.59
	46-55	18	71.0905	14.58342	3.43734	63.8384	78.3427	53.70	94.44
	56-65	17	71.3508	12.62994	3.06321	64.8570	77.8445	37.04	88.89
	Total	60	71.6049	12.71015	1.64087	68.3216	74.8883	37.04	94.44

*Age of the principal-analysis of variance.* The summary table for the analysis of variance for both management and instructional leadership totals by age of principal is presented in Table 13. Results of analysis for management and instructional leadership did not indicate any significant differences. Also, post hoc analysis did not reveal any pairwise differences either. Glodt (2006) found numerous statistically significant differences in principal's competency levels on various items related to the job using the age of the principal as the dependent variable. Many of the items Glodt used as competency factors fall directly into either management or instruction that were surveyed in this study.

Table 13

*2X3 ANOVA: Management and Instruction by Age of Principal (N=60)*

		Sum of Squares	df	Mean Square	F	Sig.
ManTot	Between Groups	116.172	2	58.086	.459	.634
	Within Groups	7219.650	57	126.661		
	Total	7335.822	59			
InstrTot	Between Groups	13.238	2	6.619	.040	.961
	Within Groups	9518.083	57	166.984		
	Total	9531.321	59			

*Gender of the principal-means and standard deviations.* The means and standard deviations for management and instructional leadership totals by gender of principal are contained in table 14. Note the difference in mean scores between males and females when it comes to instructional leadership. This discrepancy agrees with previous researchers in the field who found in similar types of studies that females were statistically more likely to spend more time and be more competent instructional leaders than their male counterparts (Glodt, 2006; Wells, 1993).

Table 14

*Means and Standard Deviations by Management and Instruction Totals*

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
ManTot	Male	27	52.642	10.63695	2.04708	48.434	56.849	32.00	72.00
	Female	32	53.291	11.71457	2.07086	49.068	57.515	25.33	72.00
	Total	59	52.994	11.14335	1.45074	50.090	55.898	25.33	72.00
InstrTot	Male	27	67.901	12.79913	2.46319	62.838	72.964	37.04	92.59
	Female	32	74.826	12.12845	2.14403	70.453	79.199	53.70	94.44
	Total	59	71.657	12.81273	1.66808	68.318	74.993	37.04	94.44

*Gender of the principal-analysis of variance.* The summary table for the analysis of variance for both management and instructional leadership total by gender of the principal is presented in table 15. For instructional leadership total, there was a significant difference between males and females ( $F(1, 57)=4.539$ ,  $p<.05$ ). Post hoc analysis did not reveal any significant pairwise differences. For management total, there was no significant difference. The results of this analysis of variance correspond with the findings of Wells (1993) who found there was a significant difference between males and females on time management strategies in relation to instructional leadership components.

Table 15

*2X2 ANOVA: Principals Gender by Management and Instruction (N=59)*

		Sum of Squares	df	Mean Square	F	Sig.
ManTot	Between Groups	6.181	1	6.181	.049	.826
	Within Groups	7195.928	57	126.244		
	Total	7202.109	58			
InstrTot	Between Groups	702.297	1	702.297	4.539	.037*
	Within Groups	8819.337	57	154.725		
	Total	9521.634	58			

Note. Sig.= $p<.050$

*Administrative experience-means and standard deviations.* The means and standard deviations for management and instructional leadership totals by administrative experience are contained in table 16. The mean scores statistical analysis indicated that regardless of age, principals responded to the survey questions fairly consistently. The most consistent group according to the low standard deviation scores were principals with 4-10 years experience in regards to management.

Table 16

*Means and Standard Deviations by Management and Instruction Totals*

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
ManTot	1-3	21	53.460	14.02160	3.05976	47.077	59.8429	25.33	72.00
	4-10	27	52.592	8.76148	1.68615	49.126	56.0585	32.00	62.67
	11 or more	12	52.111	11.24864	3.24720	44.964	59.2582	32.00	66.67
	Total	60	52.800	11.15060	1.43954	49.919	55.6805	25.33	72.00
InstrTot	1-3	21	72.134	11.25640	2.45635	67.010	77.2579	51.85	92.59
	4-10	27	72.085	13.55901	2.60943	66.721	77.4488	44.44	94.44
	11 or more	12	69.598	14.00253	4.04218	60.702	78.4955	37.04	92.59
	Total	60	71.604	12.71015	1.64087	68.321	74.8883	37.04	94.44

*Administrative experience-analysis of variance.* The summary table for the analysis of variance for both management and instructional leadership total by administrative experience is presented in table 17. The results indicate that there was no significant difference regarding the time management strategies of principals as a result of the years of administrative experience. Contrary to Wells (1993) who found time management is a significant predictor of one's instructional management behavior due to years of administrative experience.

Table 17

*2X3 ANOVA: Management and Instruction by Administrative Experience (N=60)*

		Sum of Squares	df	Mean Square	F	Sig.
ManTot	Between Groups	16.013	2	8.006	.062	.940
	Within Groups	7319.810	57	128.418		
	Total	7335.822	59			
InstrTot	Between Groups	60.399	2	30.200	.182	.834
	Within Groups	9470.922	57	166.157		
	Total	9531.321	59			

*Annual yearly progress classification-means and standard deviations.* The means and standard deviations for management and instructional leadership totals by annual yearly progress classification are contained in table 18. It is interesting to note the high standard deviation of exemplary schools versus the low standard deviation of needs improvement school in the management category. This indicates that principals from exemplary schools utilize varied time management strategies to get the same results. Whereas, principals of schools that are in need of improvement are carrying out their time management techniques in a more consistent fashion from a management perspective. This may mean that principals are spending more time responding to emails, dealing with unannounced visitors, or obtaining all the facts of many situations prior to making a decision which could all be time consuming events.

Table 18

*Means and Standard Deviations by Management and Instruction Totals*

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
ManTot	Exemplary	12	49.6667	15.64376	4.51596	39.7271	59.6062	25.33	69.33
	Adequate	22	53.2121	10.01086	2.13432	48.7736	57.6507	29.33	72.00
	Needs Improvement	26	53.8974	9.77014	1.91608	49.9512	57.8437	32.00	72.00
	Total	60	52.8000	11.15060	1.43954	49.9195	55.6805	25.33	72.00
InstrTot	Exemplary	12	73.6111	12.80873	3.69756	65.4728	81.7494	44.44	92.59
	Adequate	22	70.8754	12.20620	2.60237	65.4635	76.2873	53.70	94.44
	Needs Improvement	26	71.2963	13.46896	2.64148	65.8561	76.7365	37.04	92.59
	Total	60	71.6049	12.71015	1.64087	68.3216	74.8883	37.04	94.44

*Annual yearly progress classification-analysis of variance.* The summary table for the analysis of variance for both management and instructional leadership total by annual yearly progress is presented in table 19. The results illustrate that there was no significant difference regarding the time management strategies of principals as a result of the annual yearly progress designation.

Table 19

*2X3 ANOVA: Management and Instruction by Annual Yearly Progress (N=60)*

		Sum of Squares	df	Mean Square	F	Sig.
ManTot	Between Groups	152.863	2	76.432	.607	.549
	Within Groups	7182.959	57	126.017		
	Total	7335.822	59			
InstrTot	Between Groups	62.482	2	31.241	.188	.829
	Within Groups	9468.840	57	166.120		
	Total	9531.321	59			

#### Research Question 4

*Based on the findings, are there recommendations that can be made for better time management that would allow principals more time for instructional leadership and student performance?*

In order to address Question 4, a thorough examination of the data analysis needed to take place. Table 20 presents the 10 most common strategies used by principals. It is interesting to note that 7 out of these top 10 most commonly reported time management strategies are tied directly to instructional leadership.

Table 20

*10 Most Commonly Reported Strategies*

<b>Item Description</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Q10.13: Reflect on personal performance?	59	2.47	0.653
Q10.18: Celebrate student and staff accomplishments?	59	2.46	0.652
Q10.12: Involve others in planning professional development activities for the teaching staff?	60	2.45	0.565
Q9.10: Set deadlines for yourself and staff?	60	2.45	0.565
Q10.17: Assess the school climate and culture?	60	2.43	0.563
Q9.25: Divide supervision of extracurricular activities amongst all administrators?	59	2.42	0.914
Q10.7: Attend district office meetings?	59	2.41	0.768
Q9.18: Obtain all the facts of every situation before you make a decision?	60	2.38	0.691
Q10.8: Meet with school-site administrative team?	59	2.36	0.826
Q10.14: Engage in personal professional development?	59	2.31	0.65

Table 21 presents the 10 least common strategies used by principals. It is interesting to note that none of the 10 least common time management strategies are tied to instructional leadership. This would indicate that principals are spending more time on instructional leadership items than management items.

Table 21

*10 Least Commonly Reported Strategies*

<b>Item Description</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Q9.21: Attempt to keep your desk clear of materials except those necessary for completing your top priorities?	59	1.34	0.976
Q9.24: Group your letter, email or memo reading into one block of time during the day?	60	1.3	0.889
Q9.17: Have your secretary deal with unexpected visitors and arrange for an appointment if necessary?	60	1.27	0.821
Q9.3: Batch your returning of calls into one block of time?	59	1.19	0.991
Q9.15: Remain standing while dealing with an unannounced visitor?	60	1.17	0.905
Q9.14: Place a time limit on un-scheduled meetings/visitors?	60	1.13	0.853
Q9.9: Focus on one task at a time?	60	1.08	0.766

Item Description	N	Mean	Std. Deviation
Q9.6: Go to your assistants work stations to make appointments versus having them come to you?	60	1.05	0.852
Q9.19: Delay in making a decision for fear that you might make a mistake?	60	0.73	0.8
Q9.5: Schedule your day by appointment only?	60	0.7	0.788

### *Summary*

Two significant differences emerged as a result of this study. One, principals of schools with student enrollments of 1,001 students or more rate themselves as spending more time on management items than do principals with student enrollments of 1,000 students or less. Two, females rate themselves as spending more time on instructional leadership items than do their male counterparts. Also, as a result of this study, several implications and suggestions for future research surfaced that will be included in chapter 5.

Other noteworthy items include:

- 43% of schools were deemed in need of improvement or lower
- Principals rated themselves as highly reflective on performance
- Items that determine annual yearly progress were rated lowest for instructional leadership (i.e. overseeing standardized test administration and serving as LEA)

This researcher believes that many of the management items such as meetings and creating priority lists or scheduling need to have a balance between the management/organizational component and instruction as much as possible. Instructional leadership is something that many principals engage in on a daily basis, but to ask principals to define what it is can be difficult.

This study indicated that principals in the state of Nevada are statistically more likely to take on more of an instructional leadership role than a management role in their schools. Balancing instructional leadership against management or organizational issues is a talent that principals must master. According to the data from this study, female principals are statistically more likely to spend greater amounts of time focusing on instructional leadership than males. This agrees with Wells (1993) who found that there was a significant difference between males and females on time management strategies in the area of staff supervision which falls directly into instructional leadership. Wells stated that females are more comfortable addressing instructional leadership issues than are males.

This chapter contained an analysis of data obtained from secondary school principals in Nevada as a sample of the wider population. A series of frequency tables and ANOVA statistical analyses were conducted to illustrate and determine time management practices of principals. Additionally, descriptive statistics for significant differences were reported.

## CHAPTER 5

### SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS FOR FUTURE RESEARCH

#### *Introduction*

This chapter is divided into four sections. The first section provides an overview of the study. The second section includes a discussion of the findings related to the research and Research Questions. The third section details implications of the studies findings and conclusions. The final section lists several implications followed by recommendations for future research and a summary.

#### *Overview of the study*

The purpose of this study was to identify where secondary public school principals are spending time while at school by using the population of secondary school principals in Nevada as a study group. The intent was to provide guidance to help principals balance time between management/organizational responsibilities and instructional leadership responsibilities in a more efficient manner. The final purpose of this study was to discover if recommendations to principals regarding effective time management strategies based on responses of the Nevada principals could be provided.

The following Research Questions guided this study:

1. How often do Nevada secondary public school principals perceive they utilize specific time management strategies?

2. Do Nevada secondary public school principals perceive they spend more time on management and/or organizational issues or instructional leadership and curriculum issues?
3. Is there a statistically significant difference between how Nevada secondary public school principals spend their time in relation to grade configuration: middle school vs. high school, the size of the building they serve, age of the principal, gender of the principal, years of administrative experience and annual yearly progress classification?
4. Based on the findings, are there recommendations that can be made for better time management that would allow principals more time for instructional leadership and student performance?

Several researchers have decreed the need for increased research into time management strategies of principals (e.g. Duffey, 1991; Edwards, 1990; Larry, 2004). However, few studies have paid attention to secondary school principals in the last several years and the literature has suggested that principals need help identifying time management strategies to be successful instructional leaders and managers (Kennedy, 2002).

There have been some researchers who have found principals spend the majority of their time focused on instructional leadership items (Guzzetti & Martin, 1984; Wells, 1993). On the other hand, there have been other researchers who have found principals spend the majority of their time focused on managerial and organizational items (Katz, 1987; Larry, 2003). Guzzetti & Martin (1984) discovered that when principals make instructional leadership a priority; then

most of their time is spent in that area despite the rest of the job requirements. Renner (1985) discovered that the majority of principals claimed they devoted more time to managerial duties than instruction out of fear of falling behind.

While research of time management for principals exists, current research that addresses time management coupled with the current trends (e.g. NCLB legislation, high stakes testing, push for instructional leadership) is scarce. Therefore, the present study sought to concentrate on the apparent gap in the literature by examining time management practices and strategies in two main areas (e.g. management and/or organization and instructional leadership) of secondary principals in Nevada as a sample of the total population. By studying principals in Nevada, the researcher was able to fill some of the existing gaps in the literature.

The methodological approach to address the Research Questions consisted of electronically emailing all secondary school principals in the state of Nevada a 51-item Likert style survey using the Kansas State University online survey system. Responses to the survey instrument provided this researcher with data used to develop a snapshot of secondary school principal's time management practices. Approval to conduct this study was obtained from the Institutional Review Board at Kansas State University. Additional research approval procedures were mandated by two counties (Clark and Washoe) that consisted of submitting completed applications for conducting research that required school district committee approval.

The first step toward analyzing the survey data was to review the report provided by the KSU online survey system. This report provided the total number of respondents, their perception of use of specific time management strategies and percentages for each item in relation to the response. The data was then exported to an excel spreadsheet where it was analyzed by using the statistical package for the social sciences (SPSS, version 13.0) statistical software package.

A statistical consultant in the department of educational specialties at the University of Nevada Reno provided data analysis services for the study. Data was compiled, disaggregated, analyzed and provided to the researcher for interpretation.

*Research Questions were addressed as follows:*

Research Question 1: A series of frequency tables were run to identify specific time management survey items respondents reported using with the greatest and least amount of frequency.

Research Question 2: A series of frequency tables were run to illustrate the distribution of time principals spend on management and organizational issues versus instructional leadership and curriculum issues.

Research Question 3: A series of ANOVA analyses were run to determine how the individual survey items relate to the demographics of the respondent principals.

Research Question 4: A thorough examination of the data analysis was conducted to determine the implications, suggestions for future research and a brief summation of the results.

#### *Discussion of the findings*

This section discusses the findings reported in Chapter 4 as they relate to each of the four Research Questions that served as a guide to this study.

#### *Research Question 1:*

*How often do Nevada secondary public school principals perceive they utilize specific time management strategies?* The purpose of this analysis was to examine where principals are spending the majority of their time. Descriptive statistics were computed on the data for the entire sample including various subsets (e.g. management/organization items and instructional leadership items) using SPSS, version 13.0.

All principals who responded to this study reported using specific time management strategies as indicated by the literature review. All items included in the survey instrument were carefully tied to what current practitioners in the field and the literature said. While many principals approach specific items differently only two items revealed a significant difference at the .05 level: one, principals who manage schools with 1,001 students or more perceived they spent more time managing than do principals with schools of 1,000 or less students; two, female principals perceived themselves as spending more time on instructional leadership items than do male principals.

The frequency data derived from this question exposed some areas of concern related to instructional leadership for principals and school districts to consider. Principal's responses pointed out that a larger margin of error exists with items such as visiting classrooms and analyzing test data to guide instruction compared to involving others in planning. The literature review pointed out that effective principals include others in planning; however, there does come a point when principals need to take charge and set the direction based on data driven decisions.

Some of the schools included in the sample have low enrollments and may only consist of one administrator. Therefore, items such as holding administrative meetings may be slightly skewed. In any case, principals as a whole in the sample reported the most frequent instructional leadership item was reflecting on personal performance. DeCicco (1985) pointed out that reflecting upon performance is what effective principals do. Conversely, overseeing standardized test administration and re-visiting the schools mission statement and school improvement plans are areas where more time should be granted. Routinely re-visiting the schools mission statement and school improvement plans are literature based strategies for effective instructional leadership (Fullan & Stiegelbauer, 1991; Hansen & Smith, 1989) while standardized test scores are what determine a school's annual yearly progress.

*Research Question 2:*

*Do Nevada secondary public school principals perceive they spend more time on management and organizational issues or instructional leadership issues?*

The purpose of this analysis was to identify where principals perceived they are spending their time while at school. The top five rank ordered mean scores for management and/or organizational items are listed below in descending order in Table 22. (The complete list of mean perceived scores for management and/or organizational items can be found in Table 6). Note that “Rarely or Never” responses were recoded and grouped with “Occasionally” in determining mean scores. Therefore, mean scores were coded to read 1=Rarely or Never and/or Occasionally, 2= Often, and 3=Always.

Table 22

<i>Top five mean scores for management/organizational items</i>	
<i>Item</i>	<i>Mean Rating</i>
Set deadlines for yourself and staff	2.45
Divide supervision of extracurricular activities among Admin.	2.42
Obtain all facts prior to making a decision	2.38
Allow assistants to make decisions related to responsibility	2.31
Have a secretary answer your telephone calls	2.15

The top five rank ordered mean scores for instructional leadership items are listed below in descending order in Table 23. (The complete list of mean scores for instructional leadership items can be found in Table 5).

Table 23

<i>Top five mean scores for instructional leadership items</i>	
<i>Item</i>	<i>Mean Rating</i>
Reflect on personal performance	2.47
Celebrate student and staff accomplishments	2.46
Involve others in planning professional development	2.45
Assessing the school climate and culture	2.43
Attending district office meetings	2.41

The results from the analysis showed that principals perceived they employed various research based time management strategies. Furthermore, the

results demonstrated low margins of error in how principals' responded thereby indicating that principal's agreed on where their time should be spent at school. This should call for concern as nowhere in either list of the top five items can anything related to standardized testing or analyzing testing data be found. The concern lies in the fact that schools are evaluated on how students perform on standardized tests, therefore, principals may well be advised to rearrange their priorities to reflect this. This topic will be discussed further in Research Question 4 results and in the implications sections.

One item from the management list that indicated principals might be wasting large amounts of time on management issues is 9.18- obtaining all the facts prior to making a decision. The process can be time consuming depending on the factors involved and may reach a point of diminished returns prior to acting on it. This can be looked at as a time waster if that is what principals are truly doing. It is interesting that principals rated this so high given that they also responded very affirmatively to 9.19- that they do not delay on making a decision for fear of making a mistake.

*Research Question 3:*

*Is there a statistically significant difference between how Nevada secondary public school principals spend their time in relation to grade configuration: middle school vs. high school, the size of the building they serve, age of the principal, gender of the principal, years of administrative experience and annual yearly progress classification?*

The purpose of this analysis was to determine if principals can learn from others in the profession based on statistical data analysis. In order to address Research Question 3 a series of ANOVA's were run on the data using SPSS, version 13.0. The following sections addressing Research Question 3 present tables and explanations surrounding the 2 areas that significant differences were present.

Table 24 shows that there is a significant difference regarding the time management strategies of principals in relation to management and organizational items as a result of the size of the school building (also see Table 11). The difference occurs between 1,000 or less students and 1,001 or more students.

Table 24

*2X5 ANOVA: Management and Instruction by Student Enrollment (N=60)*

		Sum of Squares	df	Mean Square	F	Sig.
ManTot	Between Groups	1201.545	4	300.386	2.693	.040*
	Within Groups	6134.277	55	111.532		
	Total	7335.822	59			
InstrTot	Between Groups	37.406	4	9.352	.054	.994
	Within Groups	9493.915	55	172.617		
	Total	9531.321	59			

Note. Sig.=p<.050

School districts may well be advised by the statistically significant findings of this analysis. It is quite possible that principals of larger schools are allocating large blocks of time on managerial issues and neglecting instructional leadership items just to keep up with demands on their time. A plausible explanation for these findings in the current study is sheer size of student enrollment, staff and

facilities. This potentially means that principals who administer the larger schools tend to have more of a managerial commitment based on size than do principals of smaller schools.

The findings of this analysis contradict Ghosey (1987) who found that there were few differences in how principals of the largest schools spent their time as compared to principals of smaller schools. This also concurs with the findings of Duffey (1991) who found no differences between principals' use of time in urban school districts and rural school districts.

In opposition of the previous two researchers, Mintz (1987) stated that there is a major difference in the amount of time principals dedicate to their job. This difference though is dependent upon the grade levels of the school the principal serves. For instance, Mintz discovered that high school principals spend larger amounts of time at school than do middle school and elementary school principals.

Mintz's findings may perhaps be tied to the supervision of extra curricular activities at the high school level. High Schools tend to offer far more extra curricular activities than middle schools and with that comes the need for supervision. Many principals or their designee are required by the school districts activities director, superintendent, or school board to be in attendance at extra curricular events whether home or away. The purpose of this mandate is to curb or deal with any potential problems that may arise with spectators or the activity participants.

Table 25 shows that there is a significant difference regarding the time management strategies of principals in relation to instructional leadership as a result of the gender of the principal.

Table 25

2X2 ANOVA: Principals Gender by Management and Instruction (N=59)

		Sum of Squares	df	Mean Square	F	Sig.
ManTot	Between Groups	6.181	1	6.181	.049	.826
	Within Groups	7195.928	57	126.244		
	Total	7202.109	58			
InstrTot	Between Groups	702.297	1	702.297	4.539	.037*
	Within Groups	8819.337	57	154.725		
	Total	9521.634	58			

Note. Sig.= $p < .050$

The analysis of gender of the principal in relation to his or her management and/or organizational and instructional leadership perceived time management strategies was analyzed. The data revealed that female principals perceived they spend more time on instructional leadership items than do males. This would suggest that female principals identified utilizing the specific time management strategies included in the survey instrument to a greater frequency than the male principals. A number of researchers derived similar statistically significant differences between males and females on time management strategies in the areas of staff supervision, work environment, and perceptions of competency (Glodt,2006; Wells, 1993).

Gorman (1993) found that instructional leaders must be effective and efficient time managers but effective time managers were not necessarily

instructional leaders. If this is true, could it be suggested that female principals are better time managers than their male counterparts?

*Research Question 4:*

*Based on the findings, are there recommendations that can be made for better time management that would allow principals more time for instructional leadership and student performance?*

The answer to this question lies within the data that illustrates principals' perceptions of where they spend their time. Based on the findings in Table 7 that showed out of the 10 highest rank ordered means, 7 or 70% were directly related to instructional leadership. However, given the findings in Figure 5 that indicated 43% of the respondent schools are not making annual yearly progress, yet principals identified 10.13-reflection on performance & 10.18-celebrating student and staff accomplishments as those that are important. There appears to be a major disconnect with what principals may be reflecting upon versus what they should be reflecting upon student achievement and the results.

Oddly enough, the items that contribute to determining a school's annual yearly progress are rated at the very bottom of Table 5 (i.e. 10.3-overseeing standardized test administration & 10.10-LEA IEP meetings). The fact that schools are evaluated largely on standardized test results and special education students are one of the cohorts for evaluation, principals should reconsider their time commitment in these two areas. However, it is important for principals to reflect on their own performance and that is one area principals rate themselves the highest with a low margin of error across all levels.

A change in philosophy or mindset initiated from the school district's central office may well be the catalyst for principals to make the shift in their reflective efforts. It may be as simple as bringing the fundamental items back to a conscious level in order for principals to become results based instructional leaders. It is important to note that the results of this study do not necessarily agree or disagree with the 1984 study conducted by Guzzetti and Martin who discovered that principals spend most of their time on instructional leadership. On the other hand, Renner (1985) discovered that the majority of principals said they devoted more time to managerial duties than instruction. This researcher found that most principals are fairly balanced in their approach to time management in relation to instructional leadership and management.

Some generalizations from the results of this study and the extensive literature review contained in chapter 2 can be drawn. For instance, despite the numerous time constraints placed on principals, they can become more of an instructional leader by spending more time in the classroom if they so choose. This may well be considered as more of a social behavioral issue than a time management issue. By setting schedules in a more structured manner, principals could make instructional leadership more of a priority rather than a burden. To say there is not enough time is simply not true and may serve as an excuse rather than a reason.

### *Implications*

Conducting this type of study and being able to identify where principals perceive they are spending time while at school provided a basis for how and where to begin addressing areas of concern. It would be absurd to expect principals to enter the profession as expert time managers as so many of the time consuming issues are unpredictable. However, where principals make conscious efforts to spend their time is where he or she needs to determine the importance.

There is little argument that a principal's effectiveness is critical in the success of a school, its students, and its teachers. However, there does not seem to be any one size fits all approach to becoming an effective principal. Too many variables affect how a principal chooses to lead a school and possibly the biggest of all is that principals are individuals.

This study produced two areas where significant differences emerged and powerful lessons should be learned. Regardless of the principal and his or her personal characteristics, the following paragraphs will address various areas of concern that emerged as a result of this study and should be taken into consideration by current principals in the field. The areas addressed are administrative meetings, management assistance, collaboration time, focus on priorities, and preparatory programs.

*Administrative meetings.* The literature review offered several suggestions for principals to save time while attending to numerous issues. Possibly, one of the most important summations of the literature and this study revealed that time

spent in planning and organizing is time saved in implementation. Having knowledgeable administrators that are focusing on teaching and learning and the various components there of is critical to school wide success. However, some principals succumb to the harsh reality that working harder rather than smarter is the necessary approach that suits them.

Administrative meetings that are data driven will have an impact on the school, if the entire administrative team is able to share the same vision. The principal needs to be the leader and provide the appropriate direction to the whole school beginning with the administrative team if one exists. Effectively interpreting data can certainly pinpoint areas of deficiency within a school; while at the same time highlight areas of success. Therefore, holding regular meetings with the administrative team and allowing the data to determine the agenda and focus are imperative.

*Management assistance.* It may be wise to conduct more research in this area using qualitative techniques to truly uncover why this was one of the two significant differences with large school principals. Also, it should be investigated if school districts can get creative with assisting principals in managing certain items such as facilities issues, filtering outside emails, and controlling the number of times principals are pulled from their buildings. This is a question that many urban school districts will be forced to answer in the near future.

*Collaboration time.* School districts need to closely consider the statistically proven findings throughout numerous studies including this one that females perceived they spent more time and consider themselves more confident

instructional leaders than males. If school districts identify the importance of having instructional leaders in schools, a thorough interview process addressing instructional leadership should be entertained. While much more investigation needs to be conducted in this area to pinpoint the exact deficits, districts could certainly enhance the collaboration and sharing of best practices related to instructional leadership amongst principals.

*Focus on priorities.* Due to the correlation of standardized test scores and annual yearly progress, principals should make overseeing standardized tests and interpreting data a high priority. The involvement of the principal with standardized test administration heightens the level of importance for all stakeholders to perform at the highest levels possible. This also holds true with serving as the LEA in IEP meetings. According to the criteria in the state of Nevada, special education students' performance on standardized tests is one category for evaluation of schools.

Perhaps some of the most valuable collection of findings this study offered was that principals indicated that less time was spent in the areas for which their schools are evaluated (i.e. LEA IEP meetings & overseeing standardized test administration). Quite possibly principals view the above two items as ones that can be delegated out to save time in those areas. However, just the presence and involvement of the principal in those areas illustrates the importance of attention to detail in the eyes and minds of the teachers, students testing, or the special education students struggling to achieve at higher levels.

*Preparatory programs.* University training programs should consider incorporating time management as a component of the preparatory program. Studying research based time management strategies related to the principalship will allow aspiring principals the opportunity to set priorities and focus on them. Also, preparatory programs should consider more on the job training or highly structured internships. Finally, it is recommended that university administrative certification programs remain in close communication with school districts to ensure their curricular requirements are addressing the needs of what is actually taking place in the field.

*Recommendations for future research*

The following recommendations are based on findings from this study, similar types of studies, and what the literature had to say about time management as it relates to school principals.

1. A study of principals' time management strategies that employs qualitative techniques to further examine principals perceptions on specific item management and/or instructional items should be conducted.
2. Further research should be conducted on time management for school principals on a national level.
3. Since 90% of the principals reported having to attend district level meetings on a regular basis, a study should be conducted to identify whether those meetings are focused on managerial/organizational items or instructional leadership.

4. A study should be conducted to identify the focus of routine site level administrative meetings and how often instructional leadership is addressed.
5. A study should be conducted to identify if the professional development principals are seeking out is tied to management, school improvement goals or instructional leadership.
6. A study should be conducted to see what staff collaboration looks like in a school setting, how often it is being conducted, and the impact it has on student achievement.
7. A study should be conducted to determine if schools with female principals are making annual yearly progress at a higher rate than schools with male principals.
8. A more in depth study should be conducted to determine if principals' perceptions of time allotment matches the reality of how they spend their time.
9. A study should be conducted to determine the importance of instructional leadership and management on making annual yearly progress.

### *Summary*

Two significant differences emerged as a result of this study. One, principals of schools with student enrollments of 1,001 students or more rate themselves as spending more time on management items than do principals with student enrollments of 1,000 students or less. Two, females rate themselves as spending more time on instructional leadership items than do their male

counterparts. Also, several other important issues that will require attention arose out of this study. For instance, there is a strong need to focus on critical components of instructional leadership so that principals can sufficiently address the 43% of schools not making adequate yearly progress in Nevada.

The need for effective principals to lead schools has never been greater. Recent efforts of the Bush administration's NCLB legislation have brought an increased awareness and attention to schools that are not meeting NCLB's requirements. As a result, school districts are beginning to make more conscious efforts to place effective principals that are well versed in both management and instructional leadership issues in all schools, in particular underperforming schools. In fact, many districts in the state of Nevada are beginning to provide incentive plans for experienced principals to administer more challenging schools. The movement was sparked by the pressures of the community and business sector that arose from negative publicity regarding schools not making the grade.

The literature review and results of this study indicated where time management skills can be enhanced through training. For instance, Braiker (2001) discussed how it is often a leader's nature to have the disease to please. This holds true for principals who have a tendency to allow interruptions to control their schedule instead of a plan. It could be argued that principals who plan their day and stick to the plan are much more likely to achieve their goals.

Based on principals responses to this study there appears to be a disconnect between what the literature identifies as critical components of

effective instructional leadership and what practitioners are actually doing. Even though principals responded with high scores to several instructional leadership questions the questions that were directly tied to the grading scale for annual yearly progress were ranked toward the bottom. These responses indicate little time has been allotted to those items. This calls for concern as 43% of the schools studied were rated as in need of improvement or lower on the annual yearly progress rating scale.

If principals are concerned with making annual yearly progress, then focusing on issues that are essential to the rating scale should be paramount. It may behoove school districts to launch intense results-based instructional leadership trainings that focus on critical instructional leadership issues that are tied to the annual yearly progress rating scale. For instance, school districts may want to instruct principals how to interpret data in a fashion that can be easily relayed back to classroom teachers where a difference can be made. Also, principals need to be conducting departmental meetings to ensure there is buy-in from the teachers and that the entire staff understands the direction the school is headed.

This research project set out to identify where principals perceive they are spending time while at school. The expectation of the researcher was to assist principals in finding the appropriate balance between the amounts of time he or she spends on management vs. instructional leadership items. By setting teaching and learning as a high priority and not allowing unplanned issues to

dictate a schedule, the effective principal will ultimately be able to improve student achievement.

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## APPENDIX A

### Cover Letter

Kevin C. Taylor  
499 Village Blvd.  
Incline Village, NV 89451  
Phone: (775) 832-4260  
Fax: (775) 832-4208

Dear Participant:

I am the assistant principal at Incline High School in Incline Village, Nevada and a graduate student at Kansas State University currently working on a doctoral dissertation. I am conducting a study regarding time management practices of secondary public school principals in the state of Nevada. Your participation involves answering questions on a survey about the time management practices you employ. It should take you less than 10 minutes to answer the questions on the attached questionnaire and return your electronic reply. There is no way of anyone being identified in any publication as a result of participating as your responses will be grouped with others and will be kept confidential.

If you are interested in receiving information about the results of the study, please indicate your interest on the appropriate line of the survey. When the data have been collected and analyzed, I will provide you with the requested information.

If you have any questions or concerns, you may contact Dr. Rich Scheidt, director of the Kansas State University International Review Board, 203 Fairchild Hall, Manhattan, Kansas 66506 or (785) 532-3224.

Sincerely,

Kevin C. Taylor  
KSU Doctoral Student

## APPENDIX B



**Washoe County School District  
Public Policy, Accountability & Assessment  
PO Box 30425  
Reno, NV 89520-3425**

### **PROCEDURES AND REGULATIONS GOVERNING RESEARCH STUDIES IN THE WASHOE COUNTY SCHOOL DISTRICT**

#### **GENERAL INFORMATION**

WCSD recognizes that the systematic study of the educational process and related variables can contribute significantly to the development and implementation of high quality instructional programs. WCSD encourages, therefore, the conduct of well-designed educational research projects within the district. For purposes of this document, "research" is defined as data collection or information gathering for publication or that involves more than one classroom.

While recognizing the value of educational research, the District's primary responsibility is to its students and teachers, their privacy, their time, and the importance of the instructional program in moving all students toward achievement of Nevada and WCSD standards. The value of a research study is secondary to these considerations, and all decisions are based upon them.

**Careful screening is necessary to ensure that any proposed research has potential value for WCSD and is consistent with school district philosophies, legal obligations, and standards of good scholarship.**

Research activities initiated by a WCSD staff member, which are limited to the staff member's assigned school and which involve no or only minor changes in the regular instructional program, require the permission of the building principal. The principal, at his/her discretion, may request that the staff member follow the same research review procedure as is required for non-district researchers.

Any information gathering must be approved through the research study request process and requires the submission of the materials that follow--if that proposed research

- (1) involves more than one classroom and/or
- (2) is not directly tied to an instructional activity conducted by NSHE students with or for WCSD students in their classrooms. When NSHE work develops into publishable work, approval to use collected data must be requested.

ALL requests to engage in research within WCSD must be reviewed and approved by Public Policy, Accountability and Assessment (PPA&A) prior to

project initiation. The purpose of this review is to safeguard the rights of WCSD students, parents, and staff.

***Please submit your research application a minimum of four weeks prior to the date you intend to start your project, to allow PPA&A sufficient time to review the application and obtain from you any additional information or documentation required.***

Notification of the review outcome will be provided to the applicant via email following completion of the review. Possible review outcomes include:

- (1) unconditional approval
- (2) approval contingent upon changes designated by the Committee
- (3) requests for specific revision before reconsideration
- (4) rejection of the request

#### **INFORMATION REQUESTED—**

The purpose of all requests shall be the conduct of research that has the potential to improve educational theory, knowledge, or practice. As noted, “research” is defined as data collection or information gathering for publication or that involves more than one classroom. Checklist of required materials:

- A completed “Research Study Request Form”
- A statement regarding the purpose of the final report (e.g., dissertation, journal article)
- A detailed study protocol that fully describes:
  - the study population (i.e. from whom will data be collected?)
  - the specific type(s) of data to be collected
  - data collection methods
  - how informed consent to participate in the study will be obtained
  - how student and/or WCSD staff privacy will be protected
  - proposed data analysis methods
  - a description of the study’s potential short-term and/or long-term benefits
- Copies of any instrument(s) (i.e., surveys, questionnaires, tests) intended for use in the investigation
- Parent permission letters if the study population includes WCSD students, and/or informed consent documents if the study population includes WCSD staff
- Communication materials intended for parents, teachers and/or administrators (i.e. letters, phone scripts, etc.)
- A prospective dissemination list for the research results
- A study approval notice from the Human Subjects Protection Committee (also known as the Institutional Review Board, or IRB) of your affiliated institution. *Note: If you are a WCSD employee conducting this research as part of a college or university degree requirement, you must obtain*

*written approval from that institution's Human Subjects Protection Committee (IRB) before WCSD PPA&A will consider your application.*

It is expected that the investigator will contact a school in advance of submitting this form, to verify that there is an interest in participating in this research. The investigator may also request assistance from the office of Public Policy, Accountability & Assessment in determining appropriate school/research possibilities.

Approval, if granted, carries with it the following conditions:

1. Participation by any student, any teacher, any administrator, or any school is voluntary. Student, teacher, and administrator anonymity shall be assured in any research project.
2. The identity of students, teachers, administrators, and schools shall not be revealed in the report of the study, except by written permission of this office provided to the investigator(s) in advance.
3. **The results of the study shall not be used for any purpose other than that specified in the request, except by written permission of this office.**
4. A copy of the report of the study shall be filed with this office and with the principal of any school that participated in the study.
5. The study must conform to federal regulations dealing with "Privacy Rights of Parents and Students", "Protection of Human Subjects" and Washoe County School District Administrative Regulation 5125.1.

**RESEARCH STUDY REQUEST FORM  
SCHOOL DISTRICT**

**WASHOE COUNTY**

Revised 07/31/06

**DATE REQUEST SUBMITTED:** 10 / 02 / 2006

**TITLE OF STUDY:** A study of time management practices of secondary public school principals.

**PRIMARY INVESTIGATOR(s):** Kevin C. Taylor

**MAILING ADDRESS:** 448 Calgary Ct., Reno, NV 89511

**ACADEMIC AFFILIATION OF PRIMARY INVESTIGATOR:** Washoe County School District Employee

**NAME AND AFFILIATION OF ANYONE OTHER THAN LEAD/PRIMARY INVESTIGATOR:**

Name: \_\_\_\_\_

Affiliation: \_\_\_\_\_

Name: \_\_\_\_\_

Affiliation: \_\_\_\_\_

**PURPOSE OF STUDY: (Check one)**

CLASS REQUIREMENT (Class & Instructor)\_\_\_\_\_

MASTER'S THESIS (Committee Chairperson)\_\_\_\_\_

DOCTOR'S DISSERTATION (Committee Chairperson) Dr. Teresa Miller

FUNDED RESEARCH (Source of Funds)\_\_\_\_\_

OTHER (Specify)\_\_\_\_\_

**A detailed study protocol must be submitted with this completed form. In this section, please provide a summary of the research study details:**

THE TIME PERIOD OF THE STUDY WILL BE FROM 10 / 24 / 06 TO 11 / 18 / 06

PROJECTED NUMBER OF STUDENTS INVOLVED: 0

PROJECTED NUMBER OF TEACHERS INVOLVED: 0

NUMBER OF CLASSROOMS INVOLVED: 0 GRADE LEVELS INVOLVED: Middle School & High School Principals

AMOUNT OF TOTAL CLASS TIME INVOLVED: None

NAMES OF SCHOOLS TO BE INVOLVED: All Middle and High Schools

IS THE USE OF ANY DISTRICT PERSONNEL TIME CONTEMPLATED:  YES  NO

IF YES, EXPLAIN: \_\_\_\_\_

—  
ARE THERE ANY DIRECT COSTS TO THE DISTRICT INVOLVED:  YES  NO

IF YES, EXPLAIN: \_\_\_\_\_

**CERTIFICATION**

All of the above information is complete and accurate. Further, I have read and will comply with all conditions stated in the "PROCEDURES AND REGULATIONS GOVERNING RESEARCH STUDIES IN THE WASHOE COUNTY SCHOOL DISTRICT."

\_\_\_\_\_

DATE

SIGNATURE OF LEAD/PRIMARY INVESTIGATOR

PHONE NUMBER: \_\_\_\_\_ E-Mail ADDRESS

\_\_\_\_\_

THIS REQUEST FORM AND ACCOMPANYING MATERIALS MAY BE SUBMITTED BY E-MAIL  
(preferred) TO:

**[jmhall@washoe.k12.nv.us](mailto:jmhall@washoe.k12.nv.us)**

ALTERNATIVELY, YOU MAY MAIL OR HAND DELIVER THE MATERIALS TO:

**Jan Hall**

**Washoe County School District  
Public Policy, Accountability & Assessment  
425 East Ninth Street, P.O. Box 30425  
Reno, Nevada 89520-3425**

APPENDIX C

**CLARK COUNTY SCHOOL DISTRICT  
RESEARCH REVIEW  
PART A: APPLICANT INFORMATION FORM**

**Name of requester/researcher:** Kevin C. Taylor

**Title of Project:** A study of time management practices of secondary public school principals.

CCSD personnel: Yes \_\_\_\_\_ No  X

If CCSD Personnel:

Your work location:

Location number:

Postal Address:

Research is to be conducted as a student seeking:

Bachelors \_\_\_\_ Masters \_\_\_\_ Doctorate  X  Part of work duties \_\_\_\_\_

Research is to be conducted as:

X  An individual only

\_\_\_\_\_ A faculty member of an institution of higher education

\_\_\_\_\_ A researcher contracted by CCSD to perform the research

\_\_\_\_\_ A vendor of products to the CCSD

\_\_\_\_\_ Other (Please identify the organization) \_\_\_\_\_

**Funding Source for this research:** None

If your research is to be conducted as a student seeking a degree, please complete the following sections:

A. Research advisor/director information: (Vitae)

Name: Dr. Teresa Miller, Dr. Socorro Herrera

Degree: Ed.D.

Phone: (785) 532-5609

E-mail: [tmiller@ksu.edu](mailto:tmiller@ksu.edu)

Postal address: Kansas State University, 1100 Mid-Campus Dr., 318 Bluemont Hall, Manhattan, KS 66506

B. Research/research design courses completed by applicant (by title)

1. Research Methods

2. Qualitative Research in Education

3. Statistical Methods in Education

**Sponsorship by CCSD Department/Division Administrator**

Yes \_\_\_\_ No  X  If yes:

Name of sponsor:

Title:

Department/Division:

CLARK COUNTY SCHOOL DISTRICT  
RESEARCH REVIEW  
PART B: DESCRIPTION OF THE STUDY

Title of Project: A study of time management practices of secondary public school principals.

**Instructions:**

This is a word processing document (Microsoft Word). To complete, simply compose your responses below each section heading as is appropriate or fill in cells in tables. Please be as concise as possible.

1.0 DEFINE THE PROBLEM TO BE INVESTIGATED IN THIS PROPOSED STUDY:

Many principals lack the ability to manage their time as they see fit due to the complexity of the position they hold. A principal's role is multifaceted and continually transforming to include new challenges and demands that require time and precision. A principal's responsibilities include responding to demands from faculty and staff members, parents, central office and students. On top of those, principals are faced with demands of No Child Left Behind (NCLB), routine legislative demands and more and more pressure to increase standardized test scores with ever changing demographics. The bottom line is that principals have too much to do and not enough time to do it. It is hoped that one result of this research will be to identify quality time management strategies that can help principals make better use of their time for high priority items.

2.0 LIST THE QUESTION(S) TO BE ANSWERED OR THE HYPOTHESIS(ES) TO BE TESTED BY THE RESEARCH:

The Research Questions

1. How often do secondary public school principals perceive they utilize specific time management strategies?
2. How often do secondary public school principals perceive they spend on management and organizational issues versus instructional leadership and curriculum issues?
3. Is there a statistically significant difference between how Nevada secondary public school principals spend their time in relation to grade configuration: middle school vs. high school, the size of the building

they serve, age of the principal, gender of the principal, years of administrative experience and No Child Left Behind classification?

4. Based on the findings, are there recommendations that can be made for better time management that would allow principals more time for instructional leadership and student performance?

3.0 DESCRIBE THE RESEARCH DESIGN TO BE USED IN THE RESEARCH, INCLUDING A DESCRIPTION OF THE SAMPLING PLAN:

All Nevada secondary public school principals, as a sample of the wider population, will be asked to complete the time management survey. The survey instrument was developed by the researcher following an extensive review of available literature, feedback from an expert panel and a pilot study. The researcher will administer the time management survey to all participants, using email (KSU On-Line Survey instrument) as the primary delivery mode of surveys for data collection.

There is no way of anyone being identified in any publication as a result of participating as responses will be grouped with others and will be kept confidential.

4.0 DESCRIBE THE DATA COLLECTION METHODS IN DETAIL:

As mentioned above, the researcher will administer the time management survey to all participants, using email (KSU On-Line Survey instrument) as the primary delivery mode of surveys for data collection.

The researcher intends to secure permission and make arrangements to conduct an email survey by following the guidelines set forth by the Clark County School District Research Review Committee.

5.0 SUMMARIZE THE DATA COLLECTION METHODS:

Mark "x" in space beside all that apply.

RESEARCHER OBTAINED	
	Academic tests
	Observation
	Student records
	Psychological intervention/treatment records
	Medical records
SUBJECT SELF-REPORT	
X	Survey/questionnaire

	Interview
	Personal interaction with subjects

CLARK COUNTY SCHOOL DISTRICT  
RESEARCH REVIEW  
PART B: DESCRIPTION OF THE STUDY

6.0 List the sources of data that are dependent on school/district records.

The only source of data dependent upon school district records is a list of emails of secondary school principals.

7.0 INDICATE THE OFFICE/SCHOOL LEVEL(S) TARGETED BY RESEARCH

District office  Region  Alternative School  Exceptional Students School   
 Elementary School  Middle School  High School

8.0 INDICATE THE NUMBER OF PARTICIPANTS AND/OR SUBJECTS IN THE RESEARCH.

Use the total column if the grade designation is not applicable.

Participants	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students															
Teachers															
Principals								?	All	All	All	All	All	All	
Parents															
Others															

9.0 ESTIMATE THE AMOUNT OF TIME THE RESEARCH PROJECT WILL REQUIRE OF EACH TYPE OF PARTICIPANT.

List the time units in decimal parts of an hour (e.g., 1.5 hours).

Participant	Testing/ Assessment	Interview	Observation	Training	Other	Total
Students						
Teachers						
Principals					5-10 Min.	5-10 min.
Parents						
Other						

10.0 EXPLAIN THE EXPECTED VALUE OF RESEARCH TO EDUCATION IN GENERAL:

The study is intended to identify specific common tasks that principals feel occupy their time. The study will also identify common tasks that principals continue to struggle with in regards to time management. Once areas of concern regarding time management for principals have been identified, the researcher will be able to provide recommendations to principals, school districts and professional development programs regarding time management strategies.

11.0 EXPLAIN THE EXPECTED VALUE OF RESEARCH TO CCSD IN PARTICULAR:

The job of being a secondary school principal is very complex and demanding with continuous change, high stakes testing, dealing with people and a myriad of tasks that are both planned and unplanned. Therefore, it is critical that principals

take control of their lives and identify ways to efficiently make use of their time so they are not at the mercy of the endless demands.

The purpose of this study is to identify what, if any, time management strategies Nevada secondary principals utilize. Secondly, identify whether instructional or managerial tasks are taking the most time currently. In doing so, this researcher will be able to make recommendations to the sample group that may help manage time in a more efficient manner.

DURATION OF STUDY:

START: 10/18/06

END: 11/18/06

The above dates can be adjusted; however, the researcher feels that avoiding the holidays will lend itself to a higher return rate.

CLARK COUNTY SCHOOL DISTRICT  
RESEARCH REVIEW  
PART C: PROTOCOL FOR RESEARCH INVOLVING HUMAN SUBJECTS

Using the format below, provide the following information:

1. **SUBJECTS:** Indicate efforts that will be made to assure equitable (gender, ethnicity etc. as appropriate) selection. When vulnerable populations are involved, describe why they are necessary. If subjects are to be paid, describe.

All secondary public school principals will be surveyed as a sample of the wider population of principals in the United States. Nevada was chosen by the researcher as the researcher is currently a secondary public school administrator in the state of Nevada.

2. **RISKS:** Describe any potential risks to the subjects - physical, psychological, social, or legal - and assess the likelihood and seriousness of those risks. If the methods of research create potential risks, describe other methods, if any that were considered and why they will not be used. Describe procedures - including confidentiality standards for minimizing potential risks.

There are no known risks to any participants. Confidentiality will be maintained as responses will be grouped with others and will be kept confidential.

3. **BENEFITS:** Describe the anticipated benefits of the research to the individual subjects, to the particular group or class from which the subject population is drawn, and/or to society in general.

The study is intended to identify specific common tasks that principals feel occupy their time. The study will also identify common tasks that principals continue to struggle with in regards to time

management. Once areas of concern regarding time management for principals have been identified, the researcher will be able to provide recommendations to principals, school districts and professional development programs regarding time management strategies.

4. **RISK-BENEFIT RATIO:** Assess the relative weights of the study's risks and benefits.

There are no known risks involved with this study as confidentiality will be maintained throughout. The benefits will greatly outweigh the risk factor if the researcher is able to identify statistically significant areas where recommendations can be drawn.

5. **COSTS TO SUBJECTS:** If the investigation involves the possibility of added expense in time or in money to the subject or to a third party, indicate how this is justified. Be sure this is mentioned in the consent form.

There are no costs to the subjects.

6. **INFORMED CONSENT:** Describe the method of obtaining informed consent, the person(s) who will be responsible for obtaining it, and where the informed consent forms will be stored. **Note: It is the responsibility of the researcher to retain records relating to the research for at least 3 years after completion of the project. (When drafting the informed consent form, be sure to include all elements of an informed consent.**

The subjects will be informed in the cover letter of the survey that their participation is voluntary and they can quit at any time. Furthermore, it will be explained in the directions of the on-line survey that their participation constitutes formal consent to use the data provided in the study.

7. **CHILD/YOUTH ASSENT:** When children are subjects for research, assent from child (Child/Youth Assent Form) and permission from parent (Informed Consent Form) must be obtained (two separate documents).

No children will be participating in this study.

Signatures (as appropriate):

Investigator: \_\_\_\_\_ Date: \_\_\_\_\_

CCSD Sponsor: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty advisor: \_\_\_\_\_ Date: \_\_\_\_\_



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## Time Management for Secondary School Principals

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### Page 1

The researcher may use the information provided in the following survey to compile and analyze group data only. I understand that the individual data about me will not be reported. Returning this survey constitutes formal consent to use my data in this research project. This survey is voluntary and you may quit at any time. If you have questions regarding informed consent, please contact Dr. Rick Scheidt at Kansas State University, 203 Fairchild Hall, Manhattan, Kansas 66506. (785) 532-3224. Please check the appropriate response that best answers each question.

#### Question 1

---

Which of the following was your school categorized in the 2005-2006 school year?

- Exemplary
- High Achieving
- Adequate
- Needs Improvement

#### Question 2

---

What is your age?

- Under 25
- 26-35
- 36-45
- 46-55
- 56-65
- 66 or older

#### Question 3

---

What is your gender?

- Male
- Female

#### Question 4

---

How many total years teaching (non-administrative) do you have?

- 5 or less
- 6-10
- 11-15
- 16-20
- 21-25
- 25 or more

#### Question 5

How many years have you been a head building principal?

- 1-3
- 4-10
- 11-15
- 16-20
- 21 or more

#### Question 6

What level are you currently a principal?

- Middle School
- High School
- 7-12 Jr./Sr. High School
- K-12 School

#### Question 7

---

What is your current building enrollment?

- Under 100 students
- 101-250 students
- 251-500 students
- 501-1000 students

- 1001-2000 students
- 2001 or more students

**Question 8**

How many hours a week do you work?

- 40-50
- 51-60
- 61-70
- 71 or more

**Question 9**

Please consider each of the following areas of school management and mark the response that most accurately reflects your time management techniques. Please pay close attention to the rating scale when answering the following questions. Do you:

1 - Rarely or Never | 2 - Occasionally | 3 - Often | 4 - Always

	1	2	3	4
9.1 Have a secretary screen your calls by referring them to other offices or staff members?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2 Have a secretary answer your telephone calls?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3 Batch your returning of calls into one block of time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.4 Use a secretary to make appointments for you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.5 Schedule your day by appointment only?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.6 Go to your assistants work stations to make appointments versus having them come to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.7 Make daily priorities lists?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.8 Work on priorities in the order you set?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.9 Focus on one task at a time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.10 Set deadlines for yourself and staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.11 Place a limit on the number of scheduled meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.12 Set begin and end times for meetings and stick to them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9.13 Hold weekly administrative meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.14 Place a time limit on un-scheduled meetings/visitors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.15 Remain standing while dealing with an unannounced visitor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.16 Deal with unexpected visitors outside your office when possible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.17 Have your secretary deal with unexpected visitors and arrange for an appointment if necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.18 Obtain all the facts of every situation before you make a decision?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.19 Delay in making a decision for fear that you might make a mistake?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.20 Allow your assistants to make decisions related to their area(s) of responsibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.21 Attempt to keep your desk clear of materials except those necessary for completing your top priorities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.22 Have your secretary open your mail to sort and prioritize it for you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.23 Act upon paperwork as soon as it touches your desk?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.24 Group your letter, email or memo reading into one block of time during the day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.25 Divide supervision of extracurricular activities amongst all administrators?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Question 10

Please consider each of the following instructional leadership items and mark the response that most accurately reflects the amount of time you spend on each item. Please pay close attention to the rating scale when answering the following questions. Do you:

1 - Rarely or Never | 2 - Occasionally | 3 - Often | 4 - Always

	1	2	3	4
10.1 Analyze test data to help guide instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.2 Monitor curriculum related issues as they pertain to students and teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.3 Oversee standardized test administration in your school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>10.4</b> Visit classrooms on a daily basis?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.5</b> Meet with students regarding academic progress?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.6</b> Meet with teachers regarding instructional issues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.7</b> Attend district office meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.8</b> Meet with school-site administrative team?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.9</b> Read professional journals related to school improvement and/or instructional leadership?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.10</b> LEA IEP meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.11</b> Lead instructional staff development meetings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.12</b> Involve others in planning professional development activities for the teaching staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.13</b> Reflect on personal performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.14</b> Engage in personal professional development?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.15</b> Re-visit the schools mission statement and school improvement plans?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.16</b> Facilitate opportunities for staff collaboration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.17</b> Assess the school climate and culture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>10.18</b> Celebrate student and staff accomplishments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Done