

Impact of Time Management Practices on Professional Attitudes of School Heads in KP Pakistan

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Abstract

This study investigates the domains of time management practices utilized by 250 school heads in seven southern districts of KP. Specifically, the study focuses on practices related to scheduling contacts, managing meetings, delegating tasks, handling paperwork, establishing priorities, and managing interruptions. A researcher-designed questionnaire was employed to assess the school heads' perception levels regarding these domains of time management practices. The questionnaire underwent appropriate validation procedures, and its reliability coefficient was determined to be 0.81. The population for this study consisted of 670 school heads, with the questionnaire being distributed among 250 school heads, of which 172 provided suitable responses. Findings indicate that a majority of school heads (49%) perceived establishing priorities as having a significant impact on their professional attitudes, while the domain with the lowest impact was managing paperwork (23%). These results emphasize the importance of school heads engaging in

effective planning and scheduling of both short and long-term goals to fulfill the school's mission. Furthermore, it is recommended that in-service school heads participate in refresher courses, workshops, and seminars focused on enhancing their time management skills. School heads should also prioritize efficient time allocation for various school activities.

Keywords: Time management practices, establishing priorities, managing paper work practices, professional attitudes, School heads

Introduction

The work of school principals is more complex than before. They perform multiple tasks in a day such as dealing school issues, attending office meeting, coordination with parents and other community members, concentration on academic member's activities, resolve conflicts etc. According to (PlaceholderI)¹ the working day of school head is chaotic now a day and filled with complex problems and challenges that have require concentration. They mostly spent their time in unplanned and planned meetings and implementations of school activities and administrative responsibilities. According to (PlaceholderI)² time management of school heads has influence on their performance, teacher's progress and professional attitude. This study aims to contribute to the existing body of knowledge by exploring the intricate relationship between time management practices and the professional attitudes of school heads. The basic concept behind this study originates from the recognition of time management practices as a key determinant of professional attitudes for school heads. Professional attitude is the outcome of qualities such as interdependence, equality, good behavior and inter connectivity with people inside the school (PlaceholderI)³. According to (PlaceholderI)⁴ time management practices of the school play a significant role in their professional attitudes. The study aimed to develop both (theoretical and practical) understanding and applications in the field of educational psychology. By exploring the underlying emotional aspects and their repercussions for enhancing the professionalism of school heads, this

research strives for the improvement of school heads' professional attitudes in educational institutions.

Some key findings and trends from all these former studies highlight the inconsistencies and gaps that need to be furtherly investigated. This narrative sets the stage for a more inclusive and logical approach to realizing the relationship between time management practices and professional attitudes.

Finally, this study aimed to discover the impact of time management practices on the professional attitudes of school heads. By investigating the relationship between time management practices and professional attitudes of school heads, this study aimed to provide valuable insights and practical implications for enhancing the effectiveness of school heads in their roles.

Rationale of the study

Principal is generally considered as academic leader. A school head faces many challenges and they require using time effectively to cope these challenges. Moreover the professional attitude of school principal also plays a vital role to cope with such challenges. Professional attitude of school principal is the demonstration of his or her likes or dislikes towards administrative practices in the realm of education. More generally, professional attitude plays a significant role to shape the behavior of school principals. The current study will aim to examine the impact of time Management Practices of Secondary School Heads on their professional attitudes.

According to (PlaceholderI)⁵ there are very rare researches have been conducted on the strategies and practices regarding time management which are helpful for school heads. Most of the studies have been conducted that how a school principals manages time influences their stress level, job satisfaction and job performance. (PlaceholderI)⁶ conducted a study to investigate the time management practices of school heads and correlate with teachers' performance. No such researches have been conducted in perspective of association between time management practices of school heads and professional attitude in southern districts of KP. In the present study, researcher investigated the impact of time management practices of school

heads on their professional attitude. Moreover, different empirical studies depicted that such studies had not been investigated in Pakistan generally and Khyber Pakhtunkhwa specifically (PlaceholderI)⁷ Thereby, the key reason to investigate this study at secondary school level of southern districts of Khyber Pakhtunkhwa.

Statement of the Problem

Time management practice is a key factor in running an organization smoothly. Educational Administration has always been interested in valid time management practices similarly professional attitude is vital for progress and smooth running of the institution. School heads call for to build up time management strategies by delegating power, scheduling academic calendar, maintaining discipline and establishing priorities. It has been observed that school heads have less attention towards time management in Pakistan at secondary school level because the role and responsibilities of secondary school heads are multi direction and need to effective time management skills to perform such responsibilities (PlaceholderI)⁸ . Effective management strategies influence on the professional attitude of a school head. Therefore, the current study examined the impact of time Management Practices used by Secondary School Heads on their professional attitude.

Objectives of the Study

This study aims to achieve the following objectives:

1. To investigate the relationship between time management practices and professional attitudes of school heads.
2. To compare the levels of time management practices and professional attitudes among school heads, considering specific demographic characteristics.

Significance of the study

This study aimed to investigate the influence of time management practices employed by Secondary School Heads on their professional attitude. The research holds considerable importance for school principals as it sheds light on their current time management practices and underscores the significance

of such practices. The findings of this study are valuable in identifying the challenges associated with time management within the local educational context. Moreover, the results provide valuable insights for novice and inexperienced principals, offering guidance on effective time management strategies within their schools. Additionally, this research is beneficial for newly appointed school heads as it acquaints them with various time management practices and strategies for their implementation. Furthermore, the study's outcomes provide recommendations to secondary school heads on effective time management practices.

Furthermore, this research contributes to the understanding of the relationship between time management practices and professional attitudes in developing countries. By exploring the factors that impact the performance of school heads in similar contexts, this study offers valuable insights. Overall, this research holds significant implications for enhancing workplace environments, improving the quality of school administration, and advancing the broader understanding of the impact of time management practices on professional attitudes in diverse settings.

Research Methodology

This section provides an overview of the research methodology employed to examine the influence of time management practices on the professional attitudes of school heads. A quantitative research design was utilized to collect and analyze data. The study encompassed a total population of 670 high school heads across seven districts in KP, namely D.I.Khan, Karak, Bannu, Tank, Lakki Marwat, South Waziristan, and North Waziristan. This population size was derived from the (Annual Statistical Report of Pakistan Government Schools 2020-2021)⁹. To ensure a representative sample, a purposive stratified sampling technique was employed to select school heads from various educational institutions in the target region. The sample size was determined using the Yamane formula (Yamane 1967)¹⁰, yielding a sample size of 250.

Table I Range of score for five domains of TMP

S#	Subscales	Range	LERL	AERL	HERL
1	Schedule contacts	1-100	36	53	58
2	Managing meetings	1-100	35	40	75
3	Delegation practices	1-100	33	47	79
4	Paperwork management	1-100	34	38	93
5	Establishing priorities	1-100	41	48	61
6	Handling interruptions	1-100	23	36	96

$$S = N / 1 + N(e^2) = 670 / 1 + 670(0.05)^2 = 670 / 1 + 1.675 = 670 / 2.675 = 250$$

Data collection involved the administration of a questionnaire to the selected school heads. The questionnaire consisted of 25 items, employing a five-point Likert scale. Standardized procedures were followed to validate the questionnaire, including content, face, and construct validity. The reliability of the questionnaire was assessed using Cronbach's alpha, which yielded a value of 0.81. This level of reliability is considered suitable according to the recommendation by (Amirrudin (2021)¹¹. The questionnaire assessed participants' responses on five different sub-scales related to time management practices, namely schedule contacts, managing meetings, delegation practices, establishing priorities, and handling interruptions. Following is the range of scores on five different sub-scales of 'time management practices' including schedule contacts, managing meetings, delegation practices, establishing priorities, and handling interruptions:(larry 2003)¹².

LERL= Low ER Level AERL= Average ER Level, HERL=High ER Level

Data Collection Procedure

The data collection process encompassed the administration of a questionnaire to 250 school principals situated in the southern districts of KP (Khyber Pakhtunkhwa). Of the total participants, 198 school principals duly completed and returned the questionnaire. Subsequently, 172 responses were identified as viable for data analysis. Thus, the data analysis phase entailed utilizing the 172 collected inventories.

Results and analysis

Table 2 Number and percentage of school heads on three ER levels

S#		ER level	N=172	%age
1	Scheduling Contacts	Low	58	33%
		Average	46	27%
		High	68	40%
2	Managing Meeting	Low	48	28%
		Average	57	33%
		High	67	39%
3	Delegations Practices	Low	48	28%
		Average	49	28%
		High	75	44%
4	Paper work management	Low	39	23%
		Average	48	28%
		High	85	49%
5	Establishing Priorities	Low	20	12%
		Average	68	39%
		High	84	49%
6	Handling Interruptions	Low	34	20%
		Average	53	31%
		High	85	49%

The presented table displays a comprehensive analysis of time management practices across various domains. These domains encompass scheduling contacts, managing meetings, delegation practices, paper work management, establishing priorities, and handling interruptions. The data pertains to a sample of 172 school heads.

Findings of the study

The research findings indicate heterogeneous responses among school heads regarding their time management practices. Specifically, 33% of the participants exhibited low levels of scheduling contacts practices, while 40% demonstrated high levels. In terms of managing meeting practices, 28% had low levels, 39% had high levels, and 33% fell into the average range. Regarding delegation practices, 28% had low levels, 44% had high levels, and 28% were in the average range. Paperwork management showed that 23% had low levels, 49% had high levels, and 28% were in the average range. Establishing priorities revealed that 12% had low levels, 49% had high levels, and 39% were in the average range. Lastly, handling interruptions showed that 20% had low levels, 49% had high levels, and 31% were in the average range. These findings underscore the diverse levels of time management practices among school heads and emphasize the importance of addressing and improving these areas to enhance their overall well-being and professional attitudes.

Overall, the findings suggest that while a significant proportion of school heads acknowledged the high impacts of handling interruptions on their professional attitudes, notable proportions reported lower impact levels in managing meetings and paperwork. These results highlight the necessity for school heads to plan and schedule short-term and long-term goals to achieve their schools' missions. Moreover, the study recommends that school heads should adopt various strategies to manage their time more effectively, including creating their own schedules, delegating tasks to their subordinates, effectively managing meetings, setting priorities, and handling interruptions wisely.

Conclusion

In conclusion, the research findings underscore the necessity for focused interventions aimed at enhancing time management practices among school administrators. It is recommended that school heads engage in comprehensive planning and scheduling of both long-term and short-term goals to effectively accomplish the school's mission. Furthermore, there is a clear demand for refresher courses, workshops, and seminars on time management practices to be provided to in-service school heads, enabling them to acquire the necessary skills. Lastly, school administrators should prioritize the efficient allocation of time to various school activities as a means of improving overall productivity.

Recommendations

Based on the findings presented in Table 2, the following recommendations are proposed to enhance time management practices among school heads:

1. Establish and adhere to a comprehensive plan encompassing both short-term and long-term goals aligned with the school's mission.
2. Provide refresher courses, workshops, and seminars on time management practices specifically designed for in-service school heads, equipping them with the necessary skills.
3. Emphasize the importance of efficient time allocation for various school activities, ensuring that school heads prioritize their tasks effectively.
4. Foster effective and efficient management of meetings by implementing strategies such as setting clear objectives, adhering to timelines, and encouraging active participation.
5. Create a conducive time management environment for principals that directly and indirectly influence the performance of teachers.

Implementation of these recommendations is expected to enhance the time management skills of school heads, resulting in improved professional attitudes, more effective decision-making processes, and enhanced interpersonal relationships within the school community.

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