

**Time management practices and administrative
Satisfaction among higher secondary
School principals in punjab**

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Abstract

Time management is the process of organizing and planning how to divide your time between specific activities. Good time management enables you to work smarter – not harder – so that you can get more done in less time, even when time is constrained and work pressures are high. Failing to manage your time lapses causes stress and hampers effectiveness. Good time management practices lead to the satisfaction at workplace so one can enjoy his duties with utmost pleasure. The study was designed to investigate the relationship between time management practices and administrative satisfaction of the school principals in Punjab. Specifically, the study explored the level of administrative satisfaction experienced by the principals and their time management practices in terms of gender. The study employed a correlation survey research design. The target population of the study was all the principals working in government higher Secondary School of the Punjab. A sample of one hundred principals from seven districts (randomly selected) participated in this study. These principals were selected from both (male and female) type of higher secondary school of the above mentioned districts. The researcher developed a questionnaire to measure, time management practices and administrative satisfaction of the principals. Three research questions guided the study. Data collected with the instrument were analyzed both descriptively and inferentially using mean, standard deviation and correlation. The results revealed that male principals manage their time better than the female principals. Overall government higher secondary school principals experience a moderate level of administrative satisfaction. The level of satisfaction in male principals is higher than those of their female counterparts. The study further revealed that there is a significant positive relationship between time management and administration satisfaction in secondary school administration. Thus time management and administration are the bold functions of each other. Some potent recommendations were made on the basis of the results to see the principals more joyful enriched with the time management practices as needed and desired in this regard.

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Introduction

Naturally a man enjoys satisfaction by doing a work in lined with his needs and duties. Satisfaction has been conceptualized from an array of perspectives. It has been conceived from a generalized, theoretical and pathological perspectives (Schuler, 2010; Shirom, 2017).Satisfaction is a person's adaptive response to stimuli that places excessive pleasure or physical happiness on the person.

Although the responses are usually non-specific, they embody the psychological, physiological and behavioral, which are triggered off by discrepancy between the demands made on our subjective assessment of our capabilities to meet the demands or challenges of the environment. From a theoretical perspective, Satisfaction was conceived from the integrative transactional perspective (Tanveer, 2017;Bakhsh,2009). The integrative transactional perspective conceives satisfaction as joyful situation between an individual and his environment (Schuler, 2010).

An individual experiences satisfaction from his perception of the environment with his own set of unique skills, needs and characteristics. This model accepts the fact satisfaction originates from an individual's role in an organization such as good organizational climate, environmental satisfaction which is functions of job quantities, interpersonal relationship, organizational structure and professional development. On the other hand, facet analytical model conceives satisfaction as an interaction of different elements of fact such as duration of demand, type of demand, Sources of demand, interaction context, aspect of resources type of resources and the range of response. From the Person-Environment Fit perspective Shirom (2017) argues that a match between the characteristics of the person and the environment may be associated with the psychological or physiological pleasure. This model rests on the general assumption that the more congruent the characteristics of the person employed the more favorable the work related outcomes for the person.

Finally, satisfaction is conceptualized from a pathological perspective as a load, force or joy full feelings leading a person to a desired physiological equilibrium of utmost happiness (Webster, 2017)

From the above conceptualization, it can be readily deduced that satisfaction occurs when the demands of the person are fulfilled well in time. According to Tauqeer (2016), administration involves the careful and systematic arrangement and use of resources (human and material), situation and opportunities for the achievement of the specific objectives of an organization.

In sum, school administration is concerned with the performance of executive duties, the carrying out of policies and decisions to fulfill a purpose and the controlling of the day-to-day running of the school.

A school administrator is, therefore, saddled with a number of administrative tasks. This includes student's personal management, staff personal management, school community programs, financing, curriculum/instructional development and other general tasks which range from administration to other inter-personal issues (Ezeocha, 2015). With the current population explosion in Punjab coupled with dwindling resources and scarcity of personnel in the school system, the school administrators find themselves handling a number of problems at the same time (Ocho, 2015). The peculiarity of executive life experiences among school administrators is that their daily activities are usually fully packed with pursuit of administrative chores as they struggle to ensure the achievement of the goals (Nweze, 2012). The normal working hours are scheduled for eight hours a day and forty hours a week, the school executive usually spends about 70-80 hours a week attending to duties related to his leadership of the institution or organization. In addition to working more than double the normal hours of work, their time is usually pre-occupied with travelling, attending meetings and conferences and more importantly keeping pace with the rapidity and requirements of hard costly and risky decisions and policies. While they are weighed down by their administrative responsibilities, they cannot shy away from their and other domestic responsibilities. All these combine to produce a cumulative strain, which marginally taxes the individual's adjective resources. Satisfaction as a feeling is a direct consequence of personal attributes and disposition as they affect the individual's reactions to personal life experiences. Tanveer (2017) and Azhar (2017) speculated that effective time management among individual administrators might be beneficial in reducing administrative bottlenecks resulting in administrative satisfaction. Time management is the process of planning organizing implementing and evaluating the use of time in order to accomplish or perform certain tasks or duties. It involves grouping the demands being made into key areas so that they make sense and further requires concentrating on priorities so that attention is focused on fewer demands. According to Nweze (2012), the key to effective time management is proper ordering, of our values goals and objectives and spending time on those commanding our priority. Time represents the ultimate energy crisis as a resource. It can neither be expanded nor contracted and its effective management is a pre-condition for any other form of effective management.

Time management stems from the fact there is nothing certain as the passing of the time. Time is particularly crucial for educational administrators especially in managing the office. The educational administrator faces the problem of allocating time to his numerous tasks. In addition, it is expected of the administrators to plan the financial, material and human resources of the system, make decisions, Conduce meetings write and read diary and receive telephone calls, as well as attend to drop-in-visitors. While he battles with all these official responsibilities, he is still in no way spared of domestic task and responsibilities.

As such he is challenged with the task of managing the available time to maximize administrative and domestic output-Nweze (2012) argued that the extent to which an administrator experience administrative satisfaction depends to a great extent, on his time management practices like time scheduling, delegation, avoidance of procrastination and interruption control etc.

In line with the above it is obvious that will be variation in the time management practices leads to stress or satisfaction at workplace. In increasing rate of administrative satisfaction among higher secondary schools administrators in Punjab with the associated psychological and pathological manifestations are issues of great concern in the education industry. While the emphasis has been on the personal wellbeing of the individual school administrators, the obvious consequences on administrative effectiveness and general school break need not to be ignored.

This has implications for performance. It has been discovered that satisfaction experienced by school principals are also linked with their time management practices and abilities. Time management and satisfaction issues are prominent within the administrative circles but most of the arguments are based on speculations. While the augment on the use of time management in administrative satisfaction control need not be neglected the proponents of effective time management as a satisfaction are challenged with the task of establishing between the two variables. The main statement of the problem is how well time management practices of the principals lead to his administrative satisfaction. The study shall as remedial program for the practices found with administrative satisfaction. As a response to this challenge this study is faced with the problem of investigating the relationship between time management and administrative satisfaction among higher secondary school principals. The predominance of administrative satisfaction among school administrators has been an issue of primary concern in our educational set up. The pleasant effect of satisfaction on the personal wellbeing of individuals and its interference in the administrative process has led to efforts towards better understanding of satisfaction and the identification of stress

remedy among the principals. The study provides empirical based information on which time management as a stress control measure will be tied management of time which will consequently result in the administrative satisfaction among the principals. The findings of the study will be equally useful for all such administrative/executives posts in Punjab school education department, policy makers and generally for all such administrators working in different departments. The study helps the principals in the Punjab to determine the level of satisfaction they experienced. Their practice of time management strategies, and provide concrete information to the principals on the extent to which they have been able to manage their time, as such guide them in the adjustment of their time management strategies.

The study is not only significant to the principals but also to the students; the government and the nation at large. The Pakistani nation is too interested in investing heavily in education. Within the field of educational leadership and management, it will also be useful to the secretaries of Punjab school education department who are now better placed to provide a more accurate diagnosis of the principal's problems and appropriate measure for remedying it. The government and higher secondary school management board from this study will have an insight that principals of small school are inclined to experience satisfaction and give them amenities to cushion the effect of the small number. Also principals in the urban area should from this study learn to manage their time to accommodate multiplicity of work, which they do from day to day. Female principals will from this study know that they have a lot of functions to perform both at home and in the school and as such will improve their time management practices.

The findings of this study may enable the policy makers, educational planners and administrators to know that administrators experience satisfaction or stress and as such be sensitive to it when planning administrative duties.

Research Methodology

Population and Sample of the Study

The population of the study consisted of all the principals working in Government Higher Secondary schools of the Punjab province. A sample of one hundred principals (randomly selected) participated in the study. The instrument (developed by the researcher) was the theoretical, practical and empirical sources of information to measure time management practices and administrative satisfaction of the principals. The theoretical source was mainly from various literatures reviewed by the researcher in the area of the study. The researcher personally visited the selected school besides e-mails, postal & courier services to collect the required data.

Data Analysis

The collected data was analyzed using descriptive statistics and Pearson Product Moment Correlation to answer the research questions.

Results Research Question 1: What is the mean level of administrative satisfaction experienced by male and female principals? Data on the extent of the administrative satisfaction experienced by higher secondary school principals were separated for male and female.

Table1: Mean level of administrative satisfaction experienced by male and female principals

Item	Mean	Std. Deviation
I feel free to speak my mind	1.56	.903
I am encouraged to try new ways of doing things	1.73	1.004
I feel no stress during office hours	1.64	.938
I respond with pleasure to any request from coworkers	1.82	.947
I feel at ease in the presence of my upper authorities	1.70	.959
I work overtime consistently, yet never feel tired	1.66	.831
I am always satisfied by completing my administrative duties	1.78	.848
It is easy for me to do a hard work of my choice	1.72	.975
I receive so exciting statements from district education authority as an appreciation of my work	1.67	.933
If someone criticizes my work, I take it as a good feedback	1.74	.895
I am enriched with good sense of humor	1.96	.920
I feel powerful to accelerate my potential	1.75	.968
Everything I do feels like an utmost point of happiness for me	1.90	1.049
I feel more blessed by the end of each working day	1.91	1.093
I am fond of physical pleasure to enjoy my living life	1.96	1.063
My health is blooming up day by day to get the work done in a better way	1.77	1.043
I have lunch in a joyful style without any tension	1.64	.959
I find enough time to relax and enjoy my private life	1.73	.897

I appreciate my family because of them I am always happy and cheerful	1.63	.895
I feel bold and gallant in my practical life	1.69	.940
Grand Mean	1.75	.953

Summary of the data analysis presented in table 1 reveals that mean level of satisfaction experienced by the principals is rated below 2 so they do not enjoy their administrative duties to some extent (satisfactory level) ,besides showing the stress in certain assignments. Therefore, the value of standard deviation reveals that some principals have higher administrative satisfaction scores than the average.

Research Question 2: What are the time management practices of male and female principals? Data on time management strategies were also separated for males and females, summary of data analysis is shown in Table 2.

Table 2: Time management practices of male and female principals

Sr No.	Items	Male		Female	
		Mean	SD	Mean	SD
1.	I know when I wake up in the morning what my two or three necessary tasks for the day are.	2.41	0.39	3.12	0.67
2.	I accomplish my two or three too necessary tasks by the end of the day.	2.21	0.30	3.49	0.70
3.	I complete tasks by the deadline.	2.17	0.22	3.22	0.66
4.	I do spend enough time in planning	2.14	0.59	3.36	0.49
5.	I do my hardest task when my energies are at their peak.	2.11	0.24	3.29	0.77
6.	I allow no unauthorized interruptions in the work of my choice.	2.41	0.65	3.46	0.82
7.	I do everything myself instead I delegate.	2.21	0.42	3.22	0.39
8.	I don't put off the work till tomorrow what I can do today.	2.01	0.60	3.49	0.41
9.	I tend to complete	2.20	0.33	3.34	0.80

	my assignments well in time.				
10.	My day to day task reflects my experience in the field to time management.	2.31	0.58	3.34	0.94
11.	I do not impose extra assignments upon me.	2.23	0.47	3.34	0.66
12.	I use time inventories like diaries, time table frequently.	2.41	0.71	3.39	0.83
13.	I waste a lot of time in meetings.	2.21	0.25	3.19	0.59
14.	I do not spend too much time moving from place to place.	2.01	0.62	3.34	0.44
15.	I do not get too involved in details.	2.28	0.44	3.48	0.65
16.	I plan duties ahead of time.	2.14	0.68	3.29	0.47
17.	I do list projects in order of priority.	3.28	0.27	3.35	0.89
18.	I ensure strict adherence to time schedules.	2.21	0.39	3.33	0.65
19.	I ensure that unnecessary meetings and activities are suspended.	2.28	0.48	3.34	0.53
20.	I enjoy on completing my day to day duties just before time.	2.14	0.62	3.39	0.61
	Grand Mean	2.19		3.21	

Result of data analysis summarized in table 2 reveals that male principals displayed higher time management practices. As shown in table 2 the grand mean time management practices of female principals are 3.21 on the 5- point scale while that of the male principals is 2.19. From the above is has been seen that in Punjab Province male principals do not practice time management skills while their female counterparts do.

Thus the female principals practice time management better than that of the male principals.

Research Question 3: What is the relationship between time management and satisfaction among higher secondary school principals?

Data collected on the level of time management strategies exhibited by higher secondary school principals were correlated with the data collected on the level of administrative satisfaction they experience using the Pearson Product Moment Correlation procedures. Summary of the analysis is presented in table 3.

Table 3: Correlation between Time Management and Administrative Satisfaction

	Time Management	Administrative Satisfaction
Pearson Correlation	1	.895
N	100	100
Pearson Correlation	.895	1
N	100	100

As shown in table 3, the computed relationship between time management and satisfaction is .895. This indicated that there is a very high positive relationship between time management and satisfaction among higher secondary school principals. This implies that with an increase in time management strategies, there will be increase in the level of administrative satisfaction experienced by the principals.

Conclusions

Results of data analysis reveal the following:

Higher secondary school principal in Punjab generally exhibit poor time management practices. In addition it is revealed that male principal manage their time better than the female principals.

Higher secondary school principal in Punjab generally enjoy high administrative satisfaction. The level of satisfaction in male principals is higher than those of their female counterparts.

There was found a positive relationship between time management and administrative satisfaction. In other words, if time management practices increases, then the amount of satisfaction also increases.

Recommendations

Based on the findings of this study, the researcher made the following recommendations:

Government should organize a workshop for school principals on time management and satisfaction in school administration.

Effective counseling and psychological service should be made available to principals to help them face the challenges of daily life regarding the personnel management.

Male principals should try to practice the time management strategy of delegation, which will ease off congestion and reduce dissatisfaction like their female counterparts do.

Principals should strive to practice the time management strategies so as to enable them finish their work well in time to magnify their administrative satisfaction; since time management is positively correlated with the administrative satisfaction.

Principals should make adequate use of their vice principal so that their load should be reduced to avoid stress.

Principals should be made to know by their employer the adverse effect of administration stress on both their personal wellbeing and administrative effectiveness.

The government should stop involving principals on other jobs like politics outside the administration of their schools.

This informs the government especially school education department on the need to devise approaches to satisfaction management among the principals so as to minimize the consequences of burnout on general functioning of the school system. The implications here are that such variable be taken into consideration when designing Service structure remedial programs for school principals.

Finally, the study revealed that time management has a significant positive relationship with the administrative satisfaction. Having revealed that satisfaction is a function of time management, Punjab school education department and psychologists charged with the responsibilities of managing satisfaction among school administrators will now have a clear focus on the sources of satisfaction and therefore better placed to handle it. This will not only lead to an improvement in time management but also a reduction in the level of burnout experience by school principals.

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