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The margins need to be adjusted.

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Turgut USLU

Abstract

This empirical study looked into time management issues of Turkish secondary school managers (principals and vice-principals) in their perception. Firstly, the effectiveness and perceptions of managers on time management; secondly shaping factors of time management and lastly time management strategies were examined in this study. A survey was used to investigate those perceptions and a psychometric test, background information sheet and questionnaire were used to collect data in this research. 51 principals and 156 vice-principals from 51 secondary schools in a city in Turkey formed the sample of this study and the overall response rate was 41.5% in this study.

It was found that the time management effectiveness of Turkish secondary school managers was 'effective' and their average time management score was 69.3% from psychometric test. Moreover, most of the managers thought that they were good or very good time managers. They perceive time as a subjective notion and they believed that time could be manageable. Most of the managers viewed time management as a planning activity and a means of maximising the productivity.

Moreover, most of the respondents saw educational policies as a shaping factor of time management. Females managed their time better than males and the managers aged between 36 and 50 were better time managers than those from other age groups. Additionally, managers with between 11 and 25 years teaching experience and between 6 and 25 years management experience were best at time management. Furthermore, the management position of managers was not a significant shaping factor on time management and the managers in Anatolian high schools and its varieties managed their time better than managers in trade or senior high schools.

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Most of the respondents in this study assumed that time management strategies were helpful to manage time more effectively, and many respondents used at least one time management strategy to manage their time. Moreover, the research participants suggested planning and prioritising the tasks, making the best use of the most effective times, seminars about time management, agenda usage, not postponing anything and time management lessons in the universities as time management strategies.

1. INTRODUCTION

These days, many people including managers (principals and vice-principals) in educational institutions suffer from having insufficient time to finish the tasks on time. Additionally, it is seen in the present days that people including educational staff mostly rush to meet deadlines. However, time is same for everybody and the number of minutes in an hour, and the number of days in a week has not been changed in any decade of life. Some reasons such as workload might cause this lack of time problem and due to the nature of time, which is irreplaceable and no storable, time management might be an important management concept for managers in educational institutions.

1.1. Significance of the Study

Schriber and Gutek (1987) argue that the effective use of time directly influences the development of an organisation. Moreover, Guoqing and Yongxin (2000) claim that time management has a significant role in organisational or individual management concept and add that "how to effectively exploit and utilize time resource connects closely with the chairman of the board, general manager and even down to every grass-roots worker" (p: 33). They point out that time management is an important aspect for the improvement of organisations and this development might start from the head of the institution. On the other hand, an improvement is difficult to be achieved by principals alone. It should be shared by management team of schools and vice-principals help principals to organize and provide this development. Thus, this study looks into perception about time management of the managers' (principals' and vice-principals') who might have power to provide this improvement in educational institutions by using time effectively and might set an example for the other staff in these institutions.

Kaykanaci (2003) points out that education is based on four main components- students, teachers, resources, and managers. However, managers when compared to other components, have a significant role in the organisational process of schools (ibid). Basaran (1982) argues that managers should be responsible for education, student, staff, management, and school-environment issues. Moreover, finishing and managing all these issues might be possible with a good time management practise of managers. However, the studies about time management of managers such as Koch and Kleinmann (2002) show that managers have a significant trouble with time management and thus, principals and vice principals are selected as the participants of this study.

1.2. Time Management Notion

Claessens et al. (2007: 257) review the time management literature from 1954 to 2005 by using the terms "time management, time use, time allocation, and time structuring" through "PsycInfo, Sociofile, and references of past studies". This literature review study shows that researches on time management mostly focus on students (see Bond & Feather, 1988; Britton & Tesser, 1991; Burt & Kemp, 1994; Eilam & Aharon, 2003) rather than managers in educational institutions. However, some studies (Karakoc, 1990; MacKenzie, 1972) find that when a person's position increases in the organisation such as being a teacher to becoming a vice-principal, the time that they spent on work increases. Thus, this study tries to look into the time management issue from the perspective of managers who are at the top of school management. Moreover, it tries to set a light for further researches about time management in educational organisations.

The time management issue might start from the definition of time, management, and time management terms. According to the Concise Oxford English Dictionary (Soames & Stevenson, 2008), time is "the indefinite continued progress of existence and events in the past, present, and

future, regarded as a whole" (p: 1508) and management means "the process of managing" (p: 866). Adair (1987) points out that time is limited and it is impossible to replace or reverse it. In the 'traditional' studies (Arndt et al., 1981; Hill, 1985), researchers understand time by its amount such as hour, day, week or month. However, a more contemporary view that people perceive time in two ways-'objective' and 'subjective' (Leclerc et al., 1995; McDonald, 1994). Objective time perception concentrates on the measureable part of time (Kaufman & Lindquist, 1998). For example, time can be measured by calendars and clocks, and it is irreversible and irreplaceable. However, subjective perception "is based on people's perceptions of the amounts of time available, relative to the things they have to do" (Kaufman & Lindquist, 1998:290). For instance, being busy might influence the people's time perception which might be changeable according to the circumstances.

Moreover, according to the traditional management perception, time is a limited resource. Its flow cannot be lengthened or shortened and is out of the control of individuals (Yilmaz, 2001). However, this idea has changed in modern management perception and it has been argued that time can be manageable by controlling the events which happen within it (Yilmaz, 2001). Furthermore, Sahin (2002) claims that badly managed time might reduce the productivity and effectiveness of the employee and stress may occur in a working place where time is not managed effectively. On the contrary, good time management skills can enable people to manage themselves and to control others around them and so reduce stress (Sahin, 2002).

1.3. National Context

The Turkish education system has three basic phases which are primary, secondary and university education. Due to the sample of this study that is principals and vice-principals in secondary

schools, types of secondary schools in Turkish education context should be expanded. Mainly, there are three types of secondary schools in Turkey- trade schools, senior high schools, and Anatolian high schools and its varieties. Students in trade schools, and Anatolian high schools and its varieties should pass an exam after primary school to be accepted from these schools. Moreover, trade schools mostly focus on teaching the occupations; however, the other subjects such as mathematics, physics, history, and literature are also studied in these schools. On the contrary, the first aim of the Anatolian high schools and its varieties such as science secondary schools is to teach a foreign language which is mostly English. Additionally, these schools are the best in preparing the students for the universities. Lastly, senior high schools are the normal secondary schools, which every student can go and the whole main secondary school curriculum is delivered in these schools. The curriculum in these schools is similar in the main subjects such as mathematics, physics, and literature; however, they are differentiated by the extra teaching subjects. For instance, trade schools deliver an extra curriculum about occupations; Anatolian high schools and its varieties deliver an extra huge curriculum on a foreign language; however, senior high schools only deliver the main subjects. Thus, this study looks into these three types of secondary schools to understand the different perceptions about time management issue and to compare the relationship between school type and time management from the perspective of managers.

Very clear local context provided here.

1.4. Aim of the Study

This study aims to investigate how managers (principals and vice-principals) in the Turkish secondary schools perceive time management. It firstly looks into the managers' perceptions and effectiveness on time management issue, and secondly investigates factors which might shape the time use of managers in Turkish secondary schools such as gender, experience, and school type.

Lastly, the time management strategies those are currently used or preferred by the managers are aimed to be investigated in this study.

1.5. Research Overview

This dissertation proceeds with a literature review, a section describing the methodology, a section focusing on the findings and its analysis and a conclusion which examines potential applications of the study and recommendations. This study focuses on secondary schools in Turkey that is huge; however, the selected population, which is a city, could reflect the whole types of secondary schools in Turkey. All secondary schools in this city (105 in total) form the whole population of this study. The sample drawn from this population is 51 secondary schools and 207 managers (51 principals and 156 vice-principals) in these schools to survey a huge population. Moreover, these 51 schools would reflect all secondary school types in Turkey as pointed out above (see 1.3).

This research follows positivist paradigm in order to use quantitative method to investigate the effectiveness of managers on time management issues, the shaping factors of time management and to make standardized comparisons between the shaping factors and time management effectiveness. On the contrary, to collect in-depth information from research participants is not the aim in this study. Moreover, survey approach is adapted for this study to reach a huge population and to generalize the collected data from this sample to the whole population. Data collection tools are a psychometric test which is adapted from an internet web-site (www.queendom.com); a background information sheet and a questionnaire which includes 20 closed and 1 open-ended question to compare the managers' perceptions on time management issues.

Any time management tests which might be adapted for managers were found by the researcher, and thus, a psychometric test from a web-site are used in this study. Moreover, this psychometric test is scientifically validated. However, only the result of this psychometric test, which is what percentage the managers are effective on time management, is taken for the analysis of this study. The questions in the psychometric test are not analysed and it is only used to measure the actual time management effectiveness of managers. *Very clear*

1.6. Research Questions

The purposes of this study are to evaluate the effectiveness of managers on time management notion, factors which influence the management of time and the appropriate strategies for managers in Turkish secondary schools. To examine those:

1) How do Turkish secondary school managers perceive and effectively manage time in their perception?

2) What factors shape the time use of Turkish secondary school managers in their perception?

3) How the managers would like to manage their time in Turkish secondary schools in their perception?

You present the national and local context of your research, an indication of your literature, you will draw upon, and you provide an overview of the research design and the population which this research is drawn, which is helpful. Introduction research focused research questions emerge.

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2. LITERATURE REVIEW

This study aims to investigate time management issues in the perception of managers (principals and vice-principals) in Turkish secondary schools. The first research question investigates the time management perceptions and effectiveness of managers in their perception. Moreover, the second research question explores factors that shape the time use of managers and the last one examines the strategies which might help managers to manage time more effectively. Thus, this chapter focuses on the review of literature in the light of research questions and it is guided by three main themes:

a) Time Management

b) Shaping Factors of Time Management

c) Time Management Strategies

2.1. Time Management

Time is a limited resource and it is impossible to reverse or replace it. Everything in the universe has the same amount of time which is 24 hours a day or 60 minutes an hour. It might be asked that if everything has the same amount of time, how an individual can change or how time use might be managed by people. It may be better to look at the time management definitions, time management studies, and time use of managers to answer these questions and to understand time management concept.

2.1.1. Definition of Time Management

Time management has not been clearly defined in the past studies and there is no agreement on the definition of time management. Jex and Elacqua (1999), Davis (2000), and Macan et al. (1990)

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define time management as strategies to manage time; Orpen (1994), and Woolfolk and Woolfolk (1986) describe time management as a strategy to use time effectively. Moreover, Burt and Kemp (1994) define this notion as a planning activity and Britton and Tesser (1991) claim that time management is an activity to maximise the productivity. Additionally, Kaufman and Lindquist (1999) argue that time management is a planning activity of prioritisation. On the other hand, some authors such as Griffiths (2003), Eilam and Aharon (2003) perceive this notion as an individual activity and some authors (Barling et al., 1996; Simons and Galotti, 1992; Trueman and Hartley, 1996) did not define time management in their articles.

[handwritten: very clear, and critical handling of the definition of time management]

Furthermore, Lakein (1973) describes the process of this notion rather than defining it as "determining needs, setting goals to achieve these needs, prioritising and planning tasks required to achieve these goals" (Claessens et al., 2007: 262). On the other hand, Brown and Ralph (1998: 4) develop the process of Lakein (1973) and argue that the important steps of effective time management are:

- Wanting to use time more effectively
- Planning what needs to be done
- Organising what needs to be done
- Doing what needs to be done
- Monitoring what is being done
- Evaluating what is being done

On the contrary, Covey et al. (1994) claim that people cannot control their lives and it is much better to manage daily life with principles instead of a clock. Moreover, time can only shape the "commitments, appointments, schedules, goals, and activities" (Covey et al., 1994: 2). On the other hand, Adair (1987: 11) argues that "it is not possible to hold the day. It is possible not to lose it".

This quotation might highlight the importance of time management for people and "positive time management practices are associated with self-evaluations of academic performance" (Barling et al., 1996:821). On the other hand, Tanriogen and Iscan (2009) suggest that time management is a planning, controlling and organizing style which aims to increase the quality of the activities that might be done at the same time. Therefore, time management is the effective utilization of time which is a lack of resource (Mahay, 2004).

Adair (1987) looks at this notion in another way and argues that people are the main reason of wasted time and adds that "the worst offenders are often those who seem to be working hardest and longest. They may appear very busy but they are not very effective. They do not manage their time well" (p: 13). Scott (1995) believes that people cannot manage time because it flows on its way. The only thing that a human-being can do is managing time by planning the activities in it.

Based on the literature, I may define time management as personal strategies for planning and controlling an indefinite continuing progress which includes everything in the universe and flows from past to future. This definition may highlight that time management is an individual activity and it includes strategies. Moreover, this explanation may focus on the process of time management and explains that it is an ongoing and unstoppable activity.

2.1.2. Time Management Studies

The time management concept is not a new notion and it was already argued in 1950s and 1960s. Many authors such as Drucker (1967), Lakein (1973), and McCay (1959) look into this specific issue in the work context. These authors suggest some simple, basic remedies (e.g. making to-do lists) for increasing the performance in the work place. The concept which is developed by McCay

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in 1959 for training programs of time management is still used (Claessens, 2007). This concept tries to teach how to manage time and includes planning the daily life, prioritising tasks and tackling with unexpected events such as visitors who did not have an appointment or important and urgent letters from senior managers.

The time management notion was introduced in 1954 and some authors who are mentioned above discussed this issue in their publications. However, surprisingly the first empirical time management study was published in 1982 by Hall and Hursch with the staff of a university and the focus of time management studies are mostly employees of organisations (Adams and Jex, 1997; Davis, 2000; Green and Skinner, 2005) and students of psychology classes (Bond and Feather, 1988; Britton and Tesser, 1991; Burt and Kemp, 1994).

Totally, ten types of time management questionnaires are used to investigate time management issues; however, three of them (the time management behaviour scale-TMBS by Macan et al., 1990; the time structure questionnaire-TSQ by Bond and Feather, 1988 and the time management questionnaire-TMQ by Britton and Tesser, 1991) are used more often than others (Claessens, 2007). The context of these questionnaires is not discussed in this literature review because none of them are used in this empirical study. This brief information about time management questionnaires is mentioned in this sub-heading only for understanding the importance given to this notion in the international literature.

2.1.3. Time Use of Managers

Acikalin (1998) argues that school is an establishment which is founded for realizing the educational needs of students. Managers (principal and vice-principals) are the leadership team of

education in schools and they are mainly responsible for the management of school and people in it including teachers, administrators, other staff, resources, students and anything or anybody which is related with school (Kaykanaci, 2000).

These days, it is expected of the management team of schools to deal with crises in schools, to have a vision, to motivate the staff, to make valid decisions about unplanned events and to solve problems in schools (Celikten, 2001). Celikten (2001) asked the question "What the managers do in schools?" to the educational staff, students and guardians of students and surprisingly he got some real and humorous answers from research participants such as 'they nurse the students like a mother', 'they deal with official and clerical works which come from local or national education ministry', 'they drink coffee from morning to evening' and 'they sign the letters'. These answers might reflect some reality about the situation of managers; however, they should have done more than this.

Celikten (2004) investigated the diary of a principal for a term and used observation as data collection tool for that study. According to this research, the principal usually talks with teachers, students and the guardians of students when she/he is at school, visiting the classrooms and toilets, and walking around the school (ibid). Moreover, it is seen in that study that the missions of principal may be changeable and the time use of her/his is disturbed many times by not important requests from educational staff or students. It should be paid attention to that the principal in that study makes to-do list at the end of the day to be prepared for the next day and she/he has a small meeting with other management team at the beginning of each day (Celikten, 2004). Table 2.1 shows the time use of a principal in a secondary school:

Activities	Explanation	Minutes	Percentage
General Management	Solving the problems of educational staff,financial issues, clerical work etc.	920	21
Planning	Day to day planning, who takes responsibility and short, medium and long term planning of future events	560	13
Walking Around	Controlling the school, walking and talking with students and teachers in break times, controlling the work done and welcoming and sending of the visitors	520	12
Correspondence	Determining the right vice-principal for replying the formal letters and pursuing the requests which are from guardians of students	520	12
Discipline	Solving the discipline problems of students or determining the right principal for this issue	480	11
Visiting	Welcoming the guardians of students, members of media, personal visitors and unexpected ones	400	9
Telephone Calls	Answering the telephone calls which are mostly about students and might be answered by other staff	360	8
Meetings	Meetings with vice-principals, teachers, guardians of students, and other staff about the problems of school, and regular and weekly meetings	240	6

Senior Management	Attending the formal meetings with local educational ministry, following up the documents from local or national educational ministry	120	3
Professional Development	Reading or researching about her/his context for professional development and sometimes watching TV	80	2
Relationship with Society	Meeting with the local community about their problems and try to help them with their issues	80	2
Others	Social activities, weddings etc.	20	1
Total		4300	100

Table 2.1 Time use table of a principal (Adapted from: Celikten, 2004: 133).

In the international literature, time use and time management of managers are not discussed much (Celikten, 2004). It is mentioned in the introduction that time management studies mostly focus on the students in universities and employees in organisations rather than school managers. Some empirical studies such as Griffin (1993) on the time use of managers in the international literature point out that managers use most of their time to solve the discipline issues at school and problems of teachers which are not directly related with education. These results are similar to the Turkish education context and the time use of managers is nearly the same in most countries.

2.2. Shaping Factors of Time Management

Time management is an important context for organisations to increase the quality of the organisation and it is also important for individuals to be more effective in the work context. Discussion of this notion started in 1954 and time management was investigated mainly in the international literature in the perception of employees (Adams & Jex, 1997; Davis, 2000; Macan et al., 1990), and university students (Burt & Kemp, 1994; Lang, 1992; Eilam & Aharon, 2003). However, time management issues are not investigated much in the perception of principals and vice-principals.

✓ Gap in the literature

Aksoy (1993) and Kaykanaci (2000) present studies about time management in the perception of principals and the perspective of vice-principals on time management issues has not been investigated much in Turkey. Aksoy (1993) investigated how the principals use their work time and which factors prevent their time to use effectively. On the other hand, Kaykanaci (2000) evaluated the administration works of principals and the importance given and time spent on those works were discussed.

✓✓

Many authors investigate time management in different context and variables. For example, Bond and Feather (1988) look into the outcomes of time management such as anxiety, and stress; Davis (2000) evaluates the time management behaviours; Britton and Tesser (1991) focus on short- and long-range planning, and Williams et al. (1995) examine the relationship between personality types and time management. However, the shaping factors of time management are not discussed much. The examples of time management studies that focused on the relationship between time management and shaping factors might be Oncel et al. (2005), Guoqing and Yongxin (2000), Celikten (2004), Kocabas and Erdem (2003) and Misra and McKean (2000). Oncel et al. (2005) and

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Guoqing and Yongxin (2000) investigated the effect of gender on time management; Celikten (2004) evaluated the educational policies and their relation to time management; and Kocabas and Erdem (2003) and Misra and McKean (2000) examined the relationship between time management and age.

In this part of the literature review, the relation between time management and educational policies, gender, age, and experience is discussed.

2.2.1. Educational Policies

Educational policies might be a shaping factor of education and directly related with the time use of teachers, managers, and other staff. Thus, the effect of educational policies in shaping the time management of managers (principals and vice-principals) is discussed under this sub-heading. Firstly, the procedures of the management team selection are reviewed; secondly how educational policies affect time management is examined, and lastly the relationship between time use of managers and educational policies is discussed.

Celikten (2004) argues that principals have the power to do things or get things done in the schools and they are the most important person who can manage the schools. However, before 1998 the principals and vice-principals were nominated according to their politic power and the experience and knowledge of them is not minded in Turkey (ibid). Therefore, after 1998 an educational policy for the nomination of managers was made by policy makers and this was the first milestone for changing their selection.

On the other hand, the selection of a school's management team of schools is different in different countries. For example, a principal should graduate from a 4-year university and they have to have a master degree in the USA (McNergney & Herbert, 1995). Moreover, they have to write a dissertation according to their interest otherwise, they cannot be a principal in primary or secondary schools in the USA (ibid).

A leadership team member should be selected carefully for an effective education in the institutions; however, not only this selection is important but also the policies which shape their time use and work context is important for the effective management of an educational organisation. "What is certain is that within education, across phases and across continents, the policy context impacts decisively on shaping the institutional environment." (Bell & Stevenson, 2006: 7). It is highlighted from this quotation that educational policies are important for shaping the educational institutions, and thus, time use of managers might be determined by the educational policies. State policy is considerably an important shaping factor of the daily plans' of educational staff (Bell & Stevenson, 2006) because they have to finalise the works which are related with school or given by the local or national educational ministry. In my view, the managers can make some minor changes in their work context; however, the main borders are determined by educational policies especially state policies.

I shall argue that educational policies have to be made to increase the performance in educational institutions and Ball (2003) points out those educational policies are directly related with the costs of time and energy. Moreover, "the increases in effort and time spent on core tasks are off-set by increases in effort and time devoted to accounting for task work or erecting monitoring systems" (Ball, 2003: 221). The main responsibility of a school leadership team should be to increase the performance of students and staff, and thus educational policies shape the time use of managers.

It is seen in Table 2.1 (see literature review 2.1.3.) that more than half of the time use of main administrators in schools, leadership team (principal and vice-principal in Turkey), is shaped by educational policies which are general management, correspondence, discipline, and senior management. They should do those in regard to the educational policies. It might be asked that "How can managers manage their time?" when they are dealing with many policies and using most of their time for the practices of policies. However, they might plan their work in regard to educational policies and in this way; they can decrease their workload and time taken. Then, they might have more time for their other works such as professional development, and walking around the school to control.

interesting

2.2.2. Gender

Guoqing and Yongxin (2000) investigate the time management effectiveness in the context of males and females. They use factor analysis of 42 items and have a total of 11 inner factors to evaluate time management skills of business and institution managers and find that males are better than females in total time management effectiveness. When the inner factors are evaluated, they find that females score lower than males in all 11 inner factors; however, both genders score nearly the same in six factors which include surroundings setting, saying "no", priority sequence, selective ignorance, initiative and emphasizing precaution (p: 35). On the other hand, males score significantly higher than females that include "time planning, time controlling, time consciousness, goal setting and probing opportunity" (p: 35). They discussed this result and suggested that the traditional culture of China which is male dominated and the domestic duties of females at home might cause this difference. Moreover, they argue that the position of management which is middle

and lower management positions (only 4.5% females were senior managers in that study) might cause this difference. *Interesting*

The study of Oncel et al. (2005) underpins the result of Guoqing and Yongxin (2000) that males are better than females in time management skills. Oncel et al. (2005) evaluate the time management skills of community pharmacists by using 25 items and 2 inner factors which are planning and practising. Males are significantly better in planning; however, males and females score nearly the same in practising inner factor. The explanation of Oncel et al. (2005) is similar to Guoqing and Yongxin (2000) for this finding that females have not only work duties but also they have a mother role at home that includes domestic duties and childcare.

On the other hand, Erdem (1997) investigates the time management attitudes and skills of senior management team of hospitals in Ankara (capital of Turkey) and his findings differ from Guoqing and Yongxin (2000) and Oncel et al. (2005) in those females manage their time better than males. Erdem (1997) finds that female managers in hospitals are good at daily planning, making to-do lists, and prioritising the tasks according to its importance. Moreover, females keep time record tables more than males to understand where they spend their time.

Nevertheless, Alay and Kocak (2003) survey the university students on time planning and general time management skills and find that there is a significant difference between males and females on time planning and general time management skills. The study of Alay and Kocak (2003) underpins the findings of Erdem (1997) and females are better on the important components of time management which are argued by Erdem (1997). Alay and Kocak (2003) explained this result by saying that females are good at planning, making to-do lists and programming their activities. Moreover, this result can be underpinned by the study of Balkis et al. (2006) because they argue

that academic procrastination is differentiated according to gender and find that males postpone their academic works more than females.

Additionally, Trueman and Hartley (1996) and Macan et al. (1990) investigate the correlation between time management and gender of the university students and they find that females manage their time better than males. Trueman and Hartley also find similar to Alay and Kocak (2003), and Erdem (1997) that female students are better in the daily planning. Moreover, Macan et al. (1990) investigates the relationship between gender and time management by using 76 questionnaire items and 4 inner factors and they find that females are better in setting goals, planning, scheduling, and prioritising.
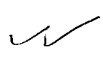
To sum up, the studies show that females are better than males in planning and prioritising activities; however, the domestic duties of females at home might affect their time management skills.

Very critical argument well developed

2.2.3. Age

Kocabas and Erdem (2003) investigate the time management skills according to the age of the teachers. There were two age groups (21-40, and 41 and over) in this study and no significant difference is found on time management skills of those two groups. The only significant difference between those two groups is on the last minute works and younger group score lower than older ones in facing with last minute rush (ibid) and it is explained by the experience of '41 and over' age group.

On the contrary, Oncel et al. (2005) claim that when the age of an individual goes up, the time management skills of her/his are getting better. They divide the age groups into three (25-34, 34-45, and 45 and above) and find that the age group of 45 and above significantly manage their time better than the other groups. They discussed the reason of this result as solving the issues of young people such as money and spiritual problems in the late ages and being experienced in his/her work.

On the other hand, Misra and McKean (2000) investigate the time management issues of university students and find that time management skills improve when the age goes up. Moreover, Passig (2005) evaluates the age group of 14-18 and underpins the study of Misra and McKean (2005). Moreover, Trueman and Hartley (1996) investigates the time management skills of university students and they divide the groups into three (under 21, 21-25, 25 or over) by age and find that older students (25 or over) manage their time better than other two groups and any significant difference between those two groups (under 21 and 21-25) is found in the study of Trueman and Hartley (1996).

On the contrary, Eldeleklioglu (2008) investigates the time management skills of secondary school students and does not find any significant difference in the ages between 15 and 18. It might be argued however, time management skills of secondary school students are not changed according to their age (ibid). Eldeleklioglu (2008) mentions that her findings do not underpin the findings of Misra and McKean (2000) and Passig (2005); however, she does not discuss this negative correlation in her study. Eldeliklioglu (2008) only argues that more studies should be evaluated to understand the reasons of this negative correlation rather than only focusing on the relation between age and time management.

2.2.4. Experience

Traditionally, it is believed that management skills of an individual (managing the family or managing an institution) increases in regard to his or her experience. The experience of an individual is directly proportional to age and as Misra and McKean (2000) and Passig (2005) pointed out, when the age goes up, the experience increases and the time management skills of an individual rise. Moreover, the study of Oncel et al. (2005) underpins this traditional idea and they find a significant positive relation between the experience and time management skills. In the study of them, the experience group of 21 and above years manage their time better than other groups, and surprisingly, the group which has 6-10 years experience manage their time better than 1-5, 11-15, and 16-20 years experience groups (ibid). The reasons of those results are not discussed in their study.

On the other hand, according to Kocabas and Erdem (2003), when the experience of a teacher increases, the time management skills of the educational staff increase; however, there is not a significant correlation between time management and experience.

2.3. Time Management Strategies

It is discussed in the first two main themes that time management is important for the effectiveness of organisation and individual; however, the ways of doing this strategic management are not examined in the first and second main themes. In this part of literature review, some strategies for time management, some ways to handle the disturbing factors of time management and the most common problems of time management strategies are discussed.

Before starting to explore time management strategies, it might be important to look at the time use categories of individuals. Bliss (1991) argues that time use have five categories which are "important and urgent" (i.e. writing a certain report for senior managers), "important and not urgent" (i.e. checking the emails), "urgent but not important" (i.e. some telephone calls), "busy work" (i.e. paper works) and "wasted time" (i.e. surfing the internet for only looking). The tasks should be categorized according to those categories and be prioritised according to its urgency and importance (ibid). This categorisation and prioritising might be thought of as a time management strategy.

Zeytun (2002) claims that it is important to determine the barriers which negatively affect doing responsibilities in the right time and to gaining good time management skills. Moreover, Zeytun (2002) categorizes those barriers into four groups which are: a) personal characteristics b) social relationships and cultural features c) organizational factors d) private life. On the other hand, Mahay (2004) cites people's understanding of time as a factor in not managing time accurately rather than those four barriers. Mahay (2004) argues that people mostly do not know that they can manage their time, and that they have limited time to become successful. Additionally, many people do not have time management strategies and they are unconscious of wasted time (Mahay, 2004).

Gumuseli (2006) suggests for effective time management to determine the targets and priorities and not to postpone anything that should be done. Moreover, learning to say no might help to manage time and daily and weekly plans take a significant role in time management (Mahay, 2004). However, Zeytun (2002) argues that cultural features might affect the efficiency of time usage in Turkey. Cultural traditions such as the visit can finish when the visitor chooses to go and hanging up the telephone should be done by the caller might be cited as example of cultural reasons in Turkey which might affect time management.

Akyuz (1998) argues that a manager should notice the following four points for an effective time management:

1) Planning the tasks

2) Minimising the factors that cause ineffectiveness

3) Authorising the other staff

4) Concentration

Caliskan (2006) claims that daily plans can be the easiest way of managing time and this daily plan might help the person to deal with stress. Caliskan (2006) points out that daily plan is a good starting point for time management. Moreover, it might reduce the amount of time wasted in thinking about anything forgotten that might cause stress (ibid). Balci (1989) underlines the significance of daily plan and believes that the balance between life cycle and activities should be considered when the plan is prepared.

Balci (1989) argues that using time effectively or reducing wasted time can decrease the stress level and increase the academic performance. Balci (1989) suggests a time management technique which has six steps:

a) The short- and long-term goals should be determined and developed, and then they should be prioritized.

b) The criteria for understanding the achievability level of the targets should be developed.

c) Strategies for the personal qualifications which help the individual to achieve or fail should be determined and developed.

d) Feedback from the colleagues should be taken to understand our powerful and weak characteristics.

e) The necessary steps should be taken to achieve the long-term purposes. Dividing the major targets to minor ones might help to manage those aims easily.

f) It is important to ask frequently how the current time can be used effectively.

Scott (1995) argues that using a diary might be helpful for effective time management and believes that it might reduce stress. However, Scott (1995) warns that keeping a diary should not be a purpose and it is not a monotonous activity. It should be used as a tool to manage time effectively. Sahin (2002) claims that diaries might be seen as a time-waster; however, it takes five to ten minutes and saves more than this. Diaries are mostly used to manage time effectively; however, acting the activities which are written in the diary should also be as important as using a diary.

Some basic and easy steps which might help the individual to manage their time more effectively might be seen as strategies (Bliss, 1991). For example, clearing the desk at the end of the day and putting all the files to the right place take five minutes; however, the effectiveness of these activities will be more than five minutes (ibid). By using this easy process, the person can gain time and it helps to manage time more effectively. Another example might be concentrating on the task in hand because the works can be done in less time by concentrating more on the task and it saves time. So, the time is used more effectively and managed.

An effective time management strategy might be said as preparing a time record and analysing it at the end of the day (Akatay, 2003). This time record is for understanding the time use of the individual and it should be analysed at the end of the each day. This strategy has four steps and Akatay (2003) explains these four steps like this. Firstly, the tasks that should be done at the next day have to be composed, prioritised, and recorded to the time record according to its urgency and importance. Secondly, after the working day starts, the start and finish times of each task should be

recorded on the time record according to its order. Thirdly, the tasks which are not in the list but done in the day, should be added to the time record with start and finish time. Lastly, daily effectiveness (DE) should be calculated at the evening and it should be analysed. This calculation is based on two components- total estimated time (TET) for finishing all the tasks and total used time (TUT) to finish all the tasks (Akatay, 2003). In the perception of time management, DE is the proportion of TET to TUT and if DE>1, the individual is successful and if DE<1, the person is ineffective on time management (ibid).

According to Akatay (2003), managing oneself is another time management strategy because the mission of a manager is to manage other people and it starts from the head of the organisation by managing his/herself. The first step of this strategy is to clarify the positive and negative skills and then starting to give up negative qualities which might cause to manage time ineffectively (Eroglu and Bayrak, 1994). It might be difficult to give up the habits; however, the managers should identify the habits that affects the person negatively and change it with a good one (Ulusoy, 1996).

Minimising the factors which disturb when working might be another strategy to manage time effectively (Sucu, 1996). Akatay (2003) categorised these factors into three groups- telephone calls, visitors and meetings.

Ulusoy (1996) suggests that if the current communication system is out of date, it should be renewed. Moreover, time should be allowed to make three to five telephone calls with other people who are not working in the same organisation and brief answers should be given to the other person (ibid). On the other hand, Turkmen (1999) argues that the effective use of a secretary might be important to manage the telephone calls. The secretary should be authorised for making the telephone calls and only the most important calls must be directed to the manager (ibid).

Visitors are another important time waster of Turkish managers (Akatay, 2003) and Sabuncuoglu and Tuz (1996) find that Turkish managers spend at least three and a half hours for their visitors such as staff of the school, and guardians of students. Akatay (2003) suggests appointment system for minimising the time wasting which is caused from visitors. Another suggestion from Akatay (2003) for wasted time by visitors is to meet with his/her staff daily or weekly because most of the visitors of managers are their own staff. Moreover, MacKenzie (1972) argues that secretary should be authorised to welcome visitors and to organise the visitors' time. *What about developing relationships with the community this can you continue and produce a value*

Meetings are the sine quo non of the managers and the number of meetings increases when the management position increases in seniority (Akatay, 2003). Smith (1998) claims that meetings are important; however, when they are not controlled effectively, the time of many people is wasted and their concentration decreases. Akatay (2003) suggests that the manager should ask to his/her self whether this meeting is essential or not, before the meeting starts and only go to essential meetings.

Erdem and Kaya (1998) argue that learning to say "no" might be an effective strategy to manage time. Louis and Schreiber (1989) point out that saying "yes" to the others means to give obligations for future and the individual should do this responsibility *responsibly*. However, saying no have no duty and it is easier than to say "no" *?* (Akatay, 2003). Sucu (1996) suggests that managers should learn to say respectfully "no" and they have to remind by using this way that they can manage their time more effectively. Moreover, it should not be forgotten that the managers do not promise to anybody by saying "no" (ibid).

Many strategies can be devised for managing time effectively; however, the right one should be chosen according to the characteristics of the individual. Understanding yourself and determining the priorities is the starting point for time management. However, it is important for effective time management to finish the work which is started and not to postpone anything which must be done.

It is important to sum up the critical arguments without becoming normative. However it is important to present solutions that emerge out of independent developments as you do the critical arguments on p. 24.

3. METHODOLOGY

3.1. Introduction

This study aims to investigate time management issues of managers (principals and vice-principals) in Turkish secondary schools. It firstly looks into the perceptions and effectiveness of managers on time management, effectiveness of shaping factors on time management notions such as educational policies, experience, gender, and type of school, management position and age and lastly, time management strategies in the perception of managers in Turkish secondary schools. This chapter aims to explore the research paradigm, strategy, and sample, data collection tools, data collection procedure and validity, reliability and ethical issues in order to answer the research questions:

1) How do Turkish secondary school managers perceive and effectively manage time in their perception?

2) What factors shape the time use of Turkish secondary school managers in their perception?

3) How the managers would like to manage their time in Turkish secondary schools in their perception?

3.1.1. Research Paradigm

The consideration of paradigm is important for the research because it 'conditions the patterns of researchers' thinking and 'underpins their research action' (Bassey, 1999 cited in Morrison, 2007, p.19). A paradigm might be defined as the way of making sense of research (Morrison, 2007) and therefore, this study takes into account two main paradigms that are known as positivism and interpretivism. Coleman and Lumby (2006) claim that interpretive paradigm focuses on gathering

in-depth information from a small case study. Moreover, Cohen et al. (2007) argue that the purpose of interpretive paradigm is "to understand the subjective world of human experience" (p: 21).

On the other hand, positivist paradigm understands "life in measurable terms rather than inner experience" (Cohen et al., 2007: 17) and this paradigm focuses on the objectivity and considers researcher as an independent person (Morrison, 2007). Moreover, positivist researchers believe that facts form the core of research because the observed and measured things are seen as the data of the research (Hart, 2008). Furthermore, an important reason for the selection of positivist paradigm is that it allows the use of variables to test them in another context to obtain a more valid and generalised knowledge about the world (Morrison, 2007; Creswell, 2003).Thus, this study is located within the positivist paradigm to investigate facts and to collect measurable, valid, generalizable, and objective data from the research participants.

3.1.2. Research Method

The interpretivist paradigm mostly uses qualitative methods, and on the contrary, the positivist paradigm is closely associated with quantitative methods (Morrison, 2007). This study predominantly uses the positivist paradigm in order to use quantitative method to data collection and analysis.

The quantitative method is chosen because generalizing the collected data is aimed in this study. Oakley (1999) points out that quantitative data are mostly generalizable; however, qualitative data are usually ungeneralizable. This study also focuses on collecting objective and reliable data from research participants and quantitative researches mostly facilitate the gathering of objective and

reliable data (Oakley, 1999; Denscombe, 1998). However, the data in qualitative research are usually subjective (Oakley, 1999).

Moreover, Denscombe (1998) differentiates these two methods as the data analysis units which are numbers (quantitative) and words (qualitative). Dutch (2005) underpins this difference and argues that if the purpose of a study is to make standardized comparisons, it is difficult in qualitative researches due to data form which is words. However, quantitative data mostly facilitates the making of standardized comparisons with numerical data (Dutch, 2005). Quantitative methodology is adopted for this study to measure the time management skills of managers and to compare the measured time management skills and variables such as gender, and age in statistics.

Furthermore, another effective reason for choosing the most appropriate method is the number of the research participants (Blaxter et al., 2006). Quantitative research tends to be conducted with large number of research participants; however, qualitative researches are mostly small-scale projects (Denscombe, 1998; Blaxter et al., 2006). Fifty-one secondary schools (nearly half of the whole secondary schools in a city in Turkey) and the managers of these schools form the sample of this research and this means that the research is conducted with a large number of participants. Moreover, it is not easy to sample this group in qualitative method and therefore the quantitative method is chosen for this study.

To sum up, quantitative methodology is chosen for this study to investigate the factors, to make standardized comparisons, to reach a large sample, to generalize the data and to provide objective data.

3.1.3. Reliability and Validity of the Research Methods

According to Bell (1999:104 quoted in Bush, 2007: 97) "validity... tells us whether an item measures or describes what it is supposed to measure or describe". On the other hand, reliability is "the operations of a study- such as the data collection procedures- can be repeated, with the same results" (Yin, 1994:144 quoted in Bush, 2007:92). For the validity of this study, the questionnaires are designed to answer the research questions and it monitors what the research questions ask. Moreover, this study is designed as if someone is always looking over my shoulder to provide the reliability (Bush, 2007) and to provide the anonymity; the research is conducted by asking the background information of the managers rather than their names.

3.2. Methodological Principles

3.2.1. Sampling Framework

The research participants of this study are the managers (principals and vice-principals) in Turkish secondary schools in a city in Turkey. It is mentioned in the introduction that there are three types of secondary schools in the Turkish education system which are trade schools, senior high schools and Anatolian high schools and its varieties. This particular city is chosen because the researcher resides in this city where 105 secondary schools exist and 473 managers are nominated. 44 of these schools are trade schools; 37 of them are senior high schools and 24 of them are Anatolian high schools and its varieties. The managers of these 105 secondary schools form the population of this study. Different school types are chosen rather than one type of school to investigate the effect of school type on time management.

It was decided that the sample of this study includes the principals' and vice-principals' of these 51 secondary schools in this city by using cluster sampling because Fogelman and Comber (2007) argue that cluster sampling is good at grouping the population geographically. This city totally consists of thirteen boroughs and the managers of secondary schools in five boroughs which have in total 51 secondary schools (23 trade schools; 16 senior high school; 12 Anatolian high schools and its varieties) and 207 managers are selected for the sample. These five boroughs are selected for this study because these boroughs are the closest ones to the researcher's residential area in Turkey so the travel costs in the data collection are reduced.

3.2.2. Survey Strategy

Rea and Parker (2005) point out that data generalization from small groups to large populations is the ultimate goal of the survey research. Cohen et al. (2007), Blaxter et al. (2006) and Denscombe (1998) underpin the goal of survey research about generalizability of the data; however, Robson (2002) points out that the sample size and characteristics of research participants directly influence the generalized findings of the study. Rea and Parker (2005: 4) warn that "accurate generalization derives from applying the set of orderly procedures" and add that "these procedures specify what information is to be obtained, how it will be collected, from whom it will be solicited, and how it will be analysed". The sample in this study is selected attentively and generalizing data from this sample to the whole population is aimed at in this study. Thus, survey is the most appropriate strategy for this study.

Cohen et al. (2007: 206) point out that survey strategy "captures data from multiple choice, closed questions, test scores or observation schedules". Robson (2002) claims that anonymity of the research can be provided by the survey strategy and this approach makes provision for collection of

standardized data from large amount of research participants. Thus, the survey approach is chosen for this study due to the aim of this study which is to collect anonymous and standardized data from a large sample by using closed questions and test scores.

3.2.3. Questionnaire

An advantage of a questionnaire is its "replicability" and this allows administrating the same questionnaire in another community or in the same population but in a later time (Rea & Parker, 2005: 7). Replicability provides an opportunity for further researchers to compare two or more different circumstances (Blaxter, et al., 2006). Another advantage of a questionnaire is that it can be conducted in a short time and it might be economical (Cohen et al., 2007). Blaxter et al. (2006: 79) point out that questionnaires might collect huge data and be administrated quickly "with a good response rate".

A survey usually uses a questionnaire and interview methods for data collections. Usually, a questionnaire is used to collect attitudinal or factual data from a large number of respondents while interviews provide an opportunity to obtain in-depth information from a small number of respondents (Fogelman & Comber, 2007). Keeping in mind the requirements of this study and the attributes of data collection methods associated with survey, the questionnaire appeared to be the best suitable data collection tool to address the research questions in this study.

Denscombe (1998: 88) argues that a questionnaire is mostly used when the number of research participants is large and "when the social climate is open enough to allow full and honest answers". Cohen et al. (2007: 317) point out that questionnaire is the most used data collection tool with survey approach and provides "structured, often numerical data, being able to be administrated

without the presence of the researcher, and often being comparatively straightforward to analyse".
Questionnaires are best suited for this study because it aims to reach a large number of research
participants and provide a research climate within which managers are open to being investigated.

[handwritten: What are the ethical implications of stating who your sponsors are in your research?]

3.2.4. Bias and Ethical Considerations

One of the boroughs in the sample is the residential area of the researcher and he worked as a
teacher in this borough. Due to the researcher's familiarity with some managers in this borough, it
might pose an anonymity issue. However, the closed envelopes are collected from the research
participants, and all collected envelopes are put in a box as in a private ballot in a selection. Thus,
knowing some research participants might not pose any ethical issue for this study.

[handwritten: However you do not have the choice of the…]

The procedure of giving the results of psychometric test which is thought as a research gift for the
respondents might be an ethical issue because the researcher has to know at least one identifying
quality of the research participant such as address and name. This anonymity issue is solved by
asking their mobile numbers, and the result of psychometric test is sent them via text if they would
like to prefer to learn the result of the psychometric test.

[handwritten: psychometric test and mobile – phone number is identifiable…]

It is also necessary, in order to comply with the policies about conducting a research in secondary
schools, to have the questionnaires approved by the Ministry of Education and permission for
conducting this research in secondary schools in those five boroughs were given (see appendix E).
This is required of any researcher who wishes to administrate a questionnaire in an educational
institution. Moreover, this permission was included in the envelopes which were posted to the
research participants to inform the research participants that the questionnaires were approved.

[handwritten: There is no reference to the University of Leicester ethics code of practice]

3.3. Mechanics of the Research

3.3.1. Research Preparation

It was ascertained from the web-site of Ministry of Education how many secondary schools exist and the distribution of those schools within the boroughs in the selected city. A list of all the schools in this city and their addresses was requested from the local education ministry via post to compare because some information might be forgotten or not be updated in either organisation.

It is seen at the end of this process that there are 105 secondary schools in this city and 473 managers are nominated in those schools. Five boroughs that include 51 secondary schools and 207 managers are selected as the sample for this study by using cluster sampling.

The permission from Ministry of Education for administrating the survey is another preparation activity for the research. The aim and significance of the research, the data collection instruments, sample and population of the research and a letter from the university where the researcher studies were included in the request letter and all these were translated into Turkish by the researcher.

3.3.2. Questionnaire Preparation

Data collection instruments were prepared in English first, and then translated into Turkish because the managers in Turkish secondary schools mostly do not know English. The instruments were translated by the researcher and their translation was checked by a translator. Moreover, a few translation mistakes were corrected by the translator. The data collection instruments in total consist of a three part-psychometric test, background information sheet, and questionnaire:

The psychometric test (see appendix A) was adapted from a web-site; however, it is not chosen randomly. The validity of the test is the criteria for the selection and the test used is scientifically validated.

The background information sheet (see appendix B) was designed to learn the age, gender, teaching and management experience, management status, and type of the school of the research participants. The variables which are age, gender, teaching and management experience were added to the background information sheet as a result of the review of literature (see section 2.2.2; 2.2.3; and 2.2.4) and other two variables were added to differentiate this study from previous ones.

The questionnaire (see appendix C) was designed to understand the perception of Turkish secondary school managers about time management. Twenty closed and a open-ended questions were included in the questionnaire. The first eight questions were based on the literature about time management perceptions to evaluate the first research question, and questions 9, 10, 13, 14, 17, 18, 19, and 20 were asked to understand the shaping factors of time management. Lastly, questions 11, 12, 15, and 21 were included in this questionnaire to investigate the third research question which is about time management strategies.

A pilot questionnaire was tested on a small number of managers based in the same city but another borough. This was done in order to ensure understanding of the questions, to ascertain the average time for completion and to provide some initial information upon which preparations for data recording and analysis could be made (Bell, 2002). Six people (two from a trade school, two from a senior high school and two from an Anatolian high school) completed the pilot questionnaire and it was ascertained that it would take no more than twenty minutes to complete. The process was also

beneficial in that some suggestions were made for clarification of terminology, further instructions to aid completion and the layout of questions.

3.3.3. Questionnaire Distribution

The questionnaire was in paper format and was distributed by using the postal system. The questionnaires were not posted separately to each research respondent; however, 51 envelopes were posted to each secondary school. The number of managers in the school and the number of questionnaires included in the envelope were the same.

A period of ten days was allowed to the research participants, and the researcher preferred to collect the questionnaires by going to the schools rather than using stamped addressed envelope. This way was chosen because the postal system in Turkey is not always reliable and return of the questionnaires might be delayed and even lost when the address is not clearly known by the postman.

After ten days, visits to the schools were made and 34 questionnaires were collected; however, some managers requested one more day to complete the questionnaires and be a participant of this research. It was noted by the researcher which schools should be revisited and at the end of the revisits 86 (41.5%) questionnaires were collected from research participants.

3.3.4. Data Analysis Procedure

It was planned, at first, to analyse the data using the Software Package for Social Sciences (SPSS) to represent more statistical findings. However, when the questionnaires were collected, it was seen

that the response rate was not the same as expected (expected 65%, collected 41.5%). Thus, it was decided to conduct the analysis using Microsoft Excel 2007 and a calculator because analysing the data with SPSS might not be as easy as expected and further information about SPSS would need to be read. *What would SPSS tell you with this data that Excel could not?*

All the envelopes were opened at the same time and the participants who desired to learn their time management scores were determined first. On the evening of this opening process, it was noted that 27 respondents desired to learn their time management scores. The time management scores were measured with the help of the web-site (www.queendom.com) and the results of the psychometric tests were represented in percentages. Time management scores of those 27 respondents were sent via text two days after the completion of data collection.

The background information of research participants and the questions in the questionnaire from 1 to 20 were written in a excel spreadsheet. The data in the background information was nominal, and the data was ordinal in the questionnaire. The analysis procedure started with preparing a grid in the excel spreadsheet because this made the data "more manageable" (Munn and Drever, 1999). Then, the data was coded from 1 to 8 where it was needed. Moreover, question 21 in the questionnaire which was open-ended were analysed separately. The answers of all respondents were written in a paper sheet and also the participants who did not answer the opened questions were included in this sheet. Some longest answers were summarised when written on the sheet. Then, similar ones were chosen and the data were categorised according to different time management strategies. The findings and analysis of those questions are represented in the fourth chapter.

3.3.5. Limitations of the Study

There might be some researches that do not have limitations; however, many studies have limitations or shortcomings. This research could be limited because of the sample size and the research's conduct time. The sample could be chosen as the whole secondary schools in this city; however, the collection of the questionnaires might be difficult and time available for the research and its analysis do not allow the researcher to select the whole population. Moreover, the research could be conducted in a time when the schools are open and by this way, the limitation of not collecting the questionnaires from managers who are on their annual leaves might be removed.

3.3.6. Timetable

It was originally planned that the questionnaire would be distributed at the beginning of July 2009. This would allow data analysis and writing up to take place during August. This time table was postponed to the beginning of August 2009 for data collection and the end of August for writing up due to the delay in receiving the permission request from the Ministry of Education.

The element regarding ethics as a discrete element needs developing and you need to refer to the University of Leicester code of practice

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4. FINDINGS AND ANALYSIS OF DATA

4.1. Introduction

This research was conducted to investigate the time management perception of Turkish secondary school managers (principals and vice-principals). Firstly, it aims to examine the effectiveness and perceptions of managers on time management notions; secondly, to explore the shaping factors of time management in the perception of managers, and lastly to look into the time management strategies in their perception.

This chapter focuses on the response rate of the study, findings of the research, analysis of the collected data, and discussion of these findings in order to answer the following research questions:

1) How do Turkish secondary school managers perceive and effectively manage time in their perception?

2) What factors shape the time use of Turkish secondary school managers in their perception?

3) How the managers would like to manage their time in Turkish secondary schools in their perception?

4.2. Response Rate

It was mentioned in the methodology chapter that the questionnaires were sent to respondents by post and they were collected in person from the schools. Moreover, it was also mentioned that the total response rate of this study was 41.5% (86 out of 207). This was not the expected response rate and every effort was made to increase it. However, due to the confidential nature of the questionnaires, it was not possible to increase it.

Gender, age, teaching experience, management experience, management position, and type of school of the respondents were asked in the background information sheet (see appendix-B) and the distribution of response rate according to those variables was represented in this sub-heading.

4.2.1. According to Gender

The response rate according to gender was showed in table 4.1. It was seen from Table 4.1 that most of managers in this sample were male (88.3%) and only 10 participants were female. Moreover, male respondents were more interested in taking part in this research than female participants.

Gender	Questionnaires Sent Out	Number of Responses Received	Response Rate within Gender	Overall Response Rate
Male	173	76	43.9%	88.3%
Female	34	10	29.4%	11.7%
Total	207	86	41.5%	100%

Table 4.1 Numbers of Respondents and Overall Percentage According to Gender

4.2.2. According to Age Groups

Age Groups
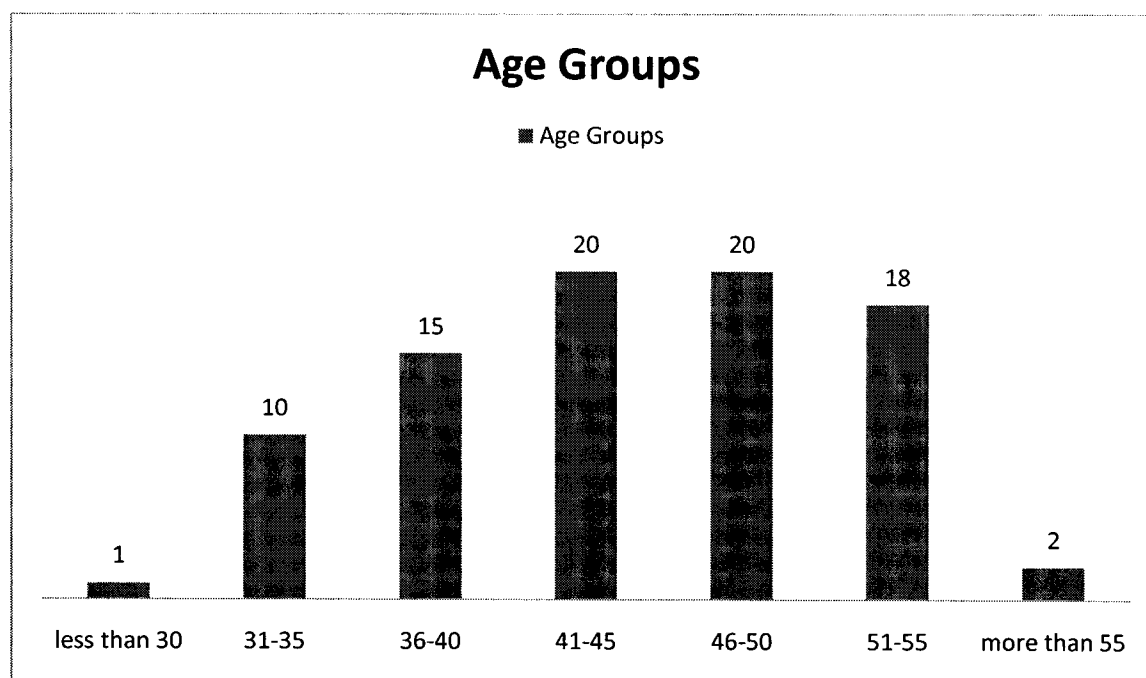
■ Age Groups

Figure 4.1 Numbers of Respondents According to Age Groups

Figure 4.1 indicated that the managers' age was mostly between 31 and 55, and nearly half of the whole research participants (46%) were in their 40s. Moreover, there were only one respondent whose age was less than 30 and two respondents more than 55 years old.

4.2.3. According to Teaching Experience

The table 4.2 represented that managers in Turkish secondary schools mostly (89.6%) had more than 10 years teaching experience and surprisingly, no manager who had less than five years teaching experience participated in this research.

Teaching Experience	Number of Respondents	Overall Percentage
Less than 5 years	0	0%
Between 5 and 10 years	9	10.4%
Between 5 and 10 years	17	19.7%
Between 5 and 10 years	20	23.2%
Between 5 and 10 years	15	17.4%
Between 5 and 10 years	19	22.4%
More than 30 years	6	6.9%
Total	86	41.5%

Table 4.2 Numbers of Respondents and Overall Percentage According to Teaching Experience

Does this table include males and females?

4.2.4. According to Management Experience

6-10 yrs
11-15 yrs
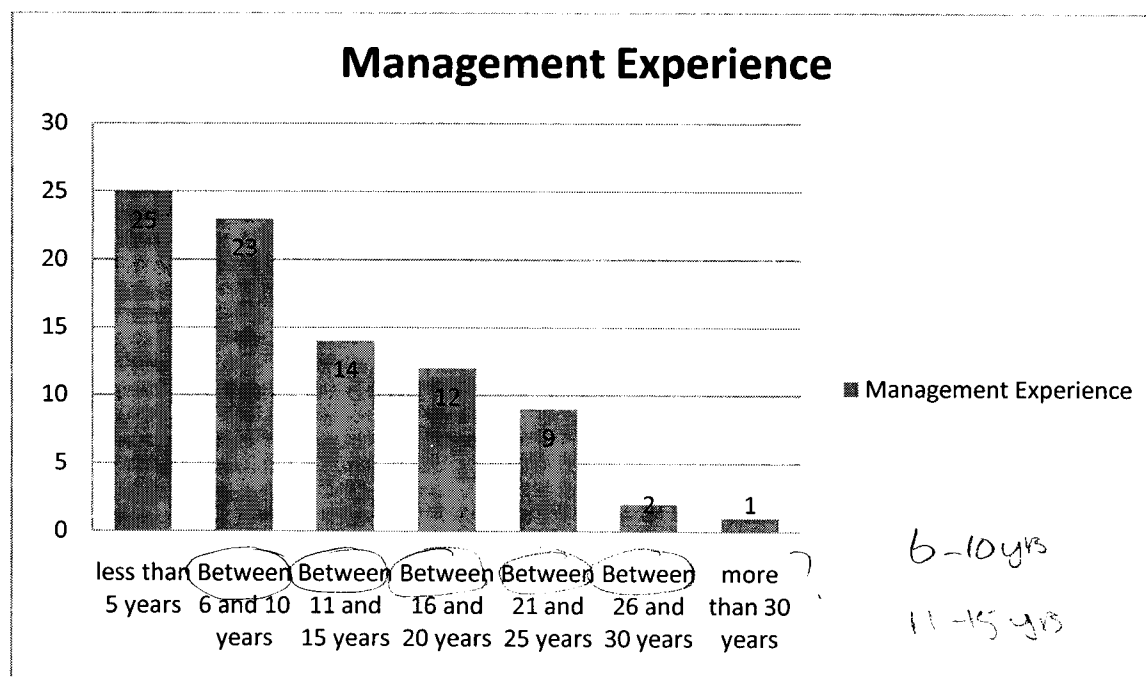
Figure 4.2 Numbers of Respondents According to Management Experience Groups

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The figure 4.2 showed that more than half of the managers (55%) in this research had less than 11 years management experience and only 3 managers (3.4%) who were a participant of this research and had more than 25 years management experience were existed.

4.2.5. According to Management Position

Management Position	Questionnaires Sent Out	Number of Responses Received	Response Rate within Management Position	Overall Response Rate
Principal	51	23	45%	26.7%
Vice-principal	156	63	40.3%	73.3%
Total	207	86	41.5%	100%

Table 4.3 Numbers of Respondents and Overall Percentage According to Management Position

The sample of this study includes 51 principals and 156 vice-principals which are in total 207 managers. Table 4.3 indicated that 23 principals (45%) and 63 vice-principals (40.3%) participated this research. Moreover, the table 4.3 also showed that principals were more interested than vice-principals in this research.

4.2.6. According to School Type

School Type	Questionnaires Sent Out	Number of Responses Received	Response Rate within School Type	Overall Response Rate
Trade Schools	88	41	46.6%	47.7%

Senior High Schools	65	22	33.8%	25.6%
Anatolian High Schools and its varieties	54	23	42.6%	26.7%
Total	207	86	41.5%	100%

Table 4.4 Numbers of Respondents and Overall Percentage According to School Type

Table 4.4 shows that nearly half of the respondents were working in trade schools. When compared to the number of schools in the sample, it was normal. However, the response rate in senior high schools was low, when it was compared to the distribution in the sample. This might be due to the research's timing because trade schools and Anatolian high schools and its varieties select their students with an examination and the time of conducting the research coincided with the announcement time of those examinations. Thus, many managers in trade schools, and Anatolian high schools and its varieties were likely to be at school, whereas most of the senior high school managers could be on their annual leave.

Why is this detail necessary for addressing your research questions?

4.3. Time Management

In this sub-heading, the time management effectiveness of managers and their perception about time management notion was discussed. Time management scores of managers from psychometric test, and questions 1, 2, 3, 4, 5, 6, 7, 8, and 16 in the questionnaire (see Appendix-C) were evaluated to answer the first research question which focused on the effectiveness and perceptions of managers on time management notions.

4.3.1. Time Management Effectiveness of Managers

In discussing the time management effectiveness of Turkish secondary school managers, two points were considered:

    Time management scores from psychometric test

    Question 16 in the questionnaire (Appendix-C)

The time management scores of managers were divided into five groups which were between 0-20% (very ineffective), 21-40% (ineffective), 41-60% (average), 61-80% (effective), and 81-100% (very effective) to understand an overall effectiveness of managers on time management notions. When the psychometric test was analysed, it was seen that the average time management score of Turkish secondary school managers were 69.3% and overall, it showed that Turkish secondary school managers manage their time effectively. Moreover, the lowest score in this test was 41% and the highest score was 91%. Time management scores of managers indicated that most of the managers (69 managers) scored between 61-80% and thus, it might be said that most of managers in this study were effective time managers. The overall findings from the time management scores from the psychometric test are given in figure 4.3.

Time Management Score
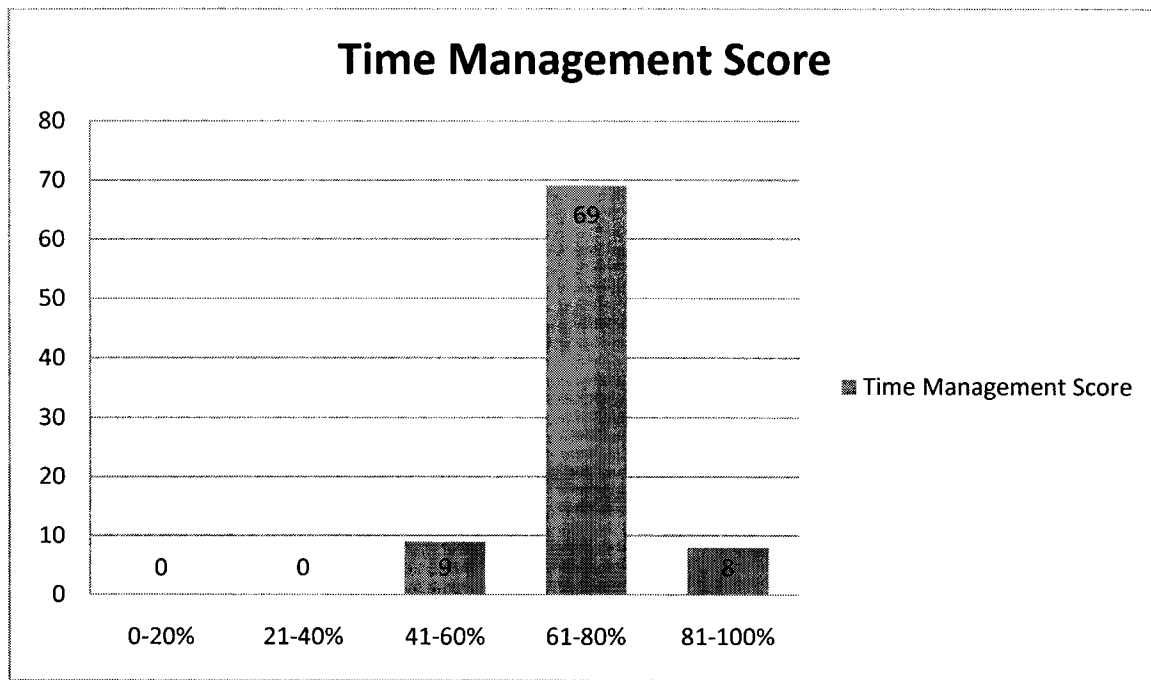
Figure 4.3 Numbers of Respondents According to Time Management Effectiveness Groups

It was found from the analysis of question 16 which was "I am good at time management" that 10 managers (11%) strongly agreed, and 56 managers (65%) agreed with this statement. On the other hand, 4 managers disagreed and 1 manager strongly disagreed with this declaration. The time management scores of 10 managers who ticked "strongly agree" for this question were not as high as they wrote and their average time management score was 75.1%. It might be argued that some Turkish managers believed wrongly about their time management skills. However, 3 managers who scored the highest points had also ticked "strongly agree" for this statement. Figure 4.4 represents the answers to question 16 in the questionnaire:

Answers to Question 16

■ Answers to Question 16
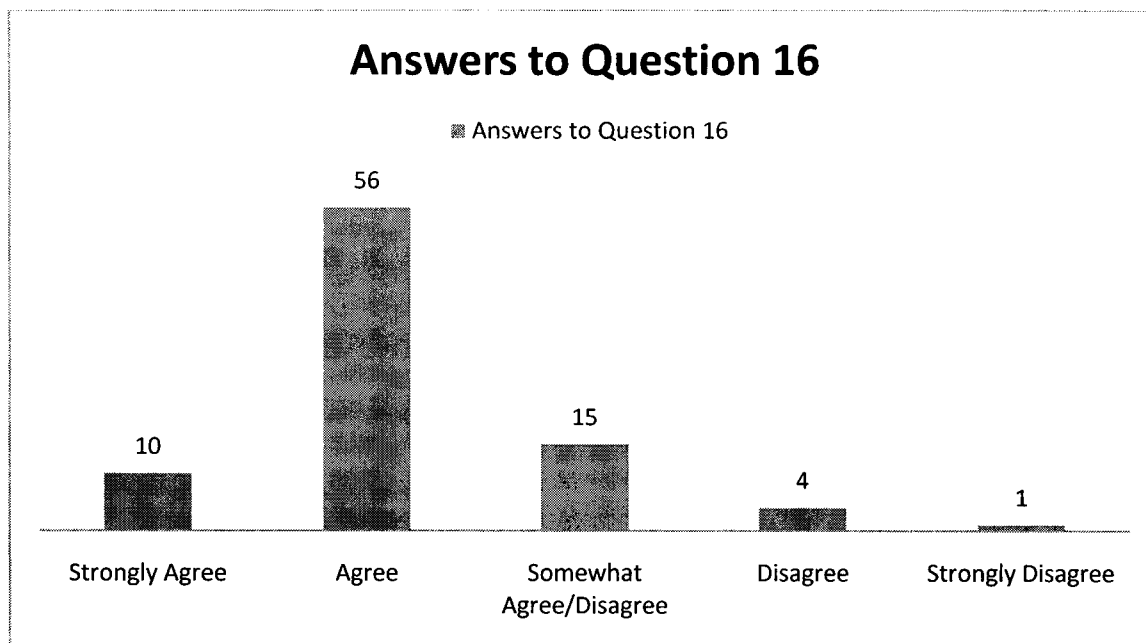
Figure 4.4 Distributions of Numbers of Respondents for Question 16

It was seen from these analyses that most of Turkish secondary school managers did not manage their time very effectively; however, the results also showed that most of managers' time management effectiveness was better than average. Moreover, most of the managers saw themselves as a good or very good time managers.

How can the results be compared to those of p. 54?

4.3.2. Time Management Perceptions of Managers

How Turkish secondary school managers perceive the notion of time management was asked in the first eight questions of the questionnaire. The first three questions asked how Turkish secondary school managers perceive time; the fourth and fifth question investigated the objective and subjective time perceptions, and sixth, seventh, and eighth questions evaluated the time management definitions in the perception of managers.

This study is positivist — how is the subjective located here?

4.3.2.1. Time Perceptions of Managers

This was asked in the first three questions in the questionnaire and the distribution of answers to these questions was represented in table 4.5:

	QUESTIONS	Strongly agree	Agree	Agree/ Disagree	Disagree	Strongly Disagree
Q1	Time is out of human control.	11	12	11	37	15
Q2	Time cannot be manageable.	6	10	7	43	20
Q3	Time can be manageable by only changing the events in it.	9	43	10	13	6

Table 4.5 Distributions of Numbers of Respondents to Question 1, 2, and 3

The first question in the questionnaire evaluated whether time is out of human control or beyond human control. More than half of the managers (60.6%) declared that time could be controlled by people; however, 26.7% of the research participants believed that human-beings cannot act the control of time. Moreover, 11 respondents (12.7%) were in the middle for this statement. This result was contrary to the idea of Scott (1995) who argued that time is out of human control and flows in its own way. This finding might be related to the time management scores of managers because most of the managers managed their time effectively or very effectively. Thus, the managers might perceive that time could be controlled by people.

The second question stated that "time cannot be manageable" and most of the research participants (73%) answered 'disagree' or 'strongly disagree' for this statement. It was seen from table 4.5 that most of the respondents believed that time can be manageable. However, nearly one fifth of the participants thought that time were not a manageable process. It might be argued however, the

respondents who scored more than average thought that time could be manageable because they were managing their time effectively or very effectively.

The third question in the questionnaire stated that "time can be manageable by changing the events in it" and 60% of the participants agree or strongly agree with this statement. Moreover, 22% of the respondents disagree or strongly disagree and 11.6% of them ticked the "somewhat agree or disagree" statement for this question and 5 of the respondents did not answer this question. This situation might support the findings of Yilmaz (2001) who argued that time could be manageable by changing the events in it; however, the response rate was not enough to say that changing the events in time can manage it. This might have occurred because most of the managers thought that people could control time and this control might be affected by changing the events in it.

By presenting a critical argument in the literature review you can compare and contrast different findings within different literature.

4.3.2.2. Subjective and Objective Time Perceptions of Managers

The distribution of answers given to question 4 and 5 in the questionnaire is shown in table 4.6:

	QUESTIONS	Strongly agree	Agree	Agree/ Disagree	Disagree	Strongly Disagree
Q4	Time perception can be changeable from person to person.	19	52	2	6	4
Q5	Every person perceives time the same (hours, days, weeks).	9	16	6	37	17

Table 4.6 Distributions of Numbers of Respondents to Question 4 and 5

The fourth and fifth questions evaluated the objective and subjective time perceptions of managers. The fourth question asked whether "time perception can be changeable from person to person" and many respondents (82.5%) agreed or strongly agreed with this statement. Moreover, the fifth

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question asked whether "every person perceives time the same" and 29% of respondents agree or strongly agree; however, 62.7% of them disagree or strongly disagree with this statement. It was seen from these findings that most of the managers believed that time is a subjective notion and it underpinned the studies of Kaufman & Lindquist (1998) Leclerc et al., (1995), and McDonald (1994). The reason for this finding might be the experiences of managers because their availability in time might be changeable from time to time and they might perceive time as a subjective notion.

Okay

4.3.2.3. Time Management Perceptions of Managers

Table 4.7 indicated the answers distribution of question 6, 7, and 8 in the questionnaire:

	QUESTIONS	Strongly agree	Agree	Agree/ Disagree	Disagree	Strongly Disagree
Q6	Time management is only the technique for managing time.	5	40	13	22	5
Q7	Time management is a planning activity.	25	52	4	3	0
Q8	Time management is a phenomenon which helps to maximise productivity.	44	37	1	3	0

Table 4.7 Distributions of Numbers of Respondents to Question 6, 7 and 8

The sixth, seventh, and eighth questions investigated the time management perception of managers and the sixth question asked whether "time management is only the technique for managing time". 52.3% of respondents agree or strongly agree; however, 32% of the participants were against to this statement and 13 respondents did not determine their perception about this question. Moreover, the seventh question asked whether "time management is a planning activity" and 89.5% of the respondents agree or strongly agree with this statement. Furthermore, the eighth question asked whether "time management is a phenomenon which helps to maximise productivity" and 94.1% of the participants ticked 'agree' or 'strongly agree' for this question.

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It was seen from those findings that there was not a strong agreement on the sixth question. Some managers perceived time management as techniques and some did not. This finding was contrary to the time management definitions of Jex and Elacqua (1999), Davis (2000), Macan et al. (1990), Orpen (1994), and Woolfolk and Woolfolk (1986). However, most of the respondents agreed with questions seven and eight and they believed that time management is a planning activity and for maximising productivity. These findings underpinned the definitions of Kaufman and Lindquist (1999), Lakein (1973), Tanriogen and Iscan (2009), Burt and Kemp (1994), and Britton and Tesser (1991) on the time management notion.

[handwritten margin note: In the literature review you discuss Celikten (2004) who investigated the principle... of you engage, do not... how manage their...]

4.4. Shaping Factors of Time Management

Factors which might shape the time management skills of managers were discussed in this sub-heading and questions 9, 10, 13, 14, 17, 18, 19 and 20 were administered to investigate shaping factors of time management in the questionnaire which related to the second research question.

4.4.1. Educational Policies

Question 13 stated that "educational policies shape my time use" and more than half of the respondents (52.3%) agreed and 8.1% of them strongly agreed with this statement. However, 22% of participants disagreed or strongly disagreed with this declaration and 13 respondents did not state

their views on this question. Figure 4.5 represents the answers to question 13:

Answers to Question 13

▓ Answers to Question 13
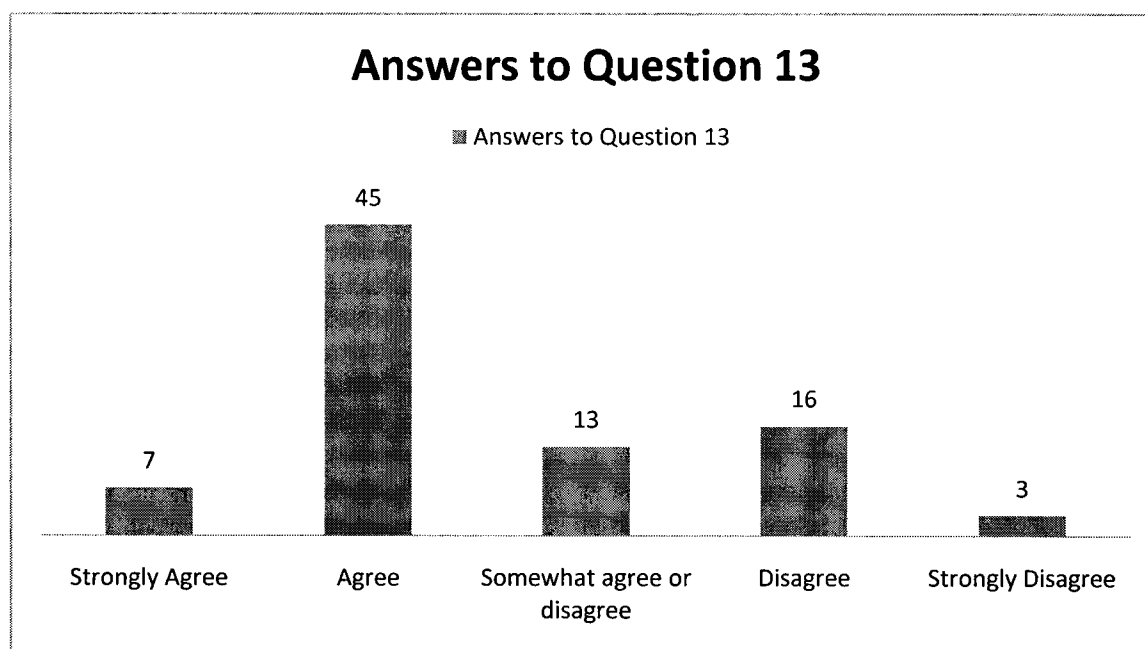
Figure 4.5 Distributions of Numbers of Respondents for Question 13

Moreover, question 14 declared that "I plan my daily work-life; however, educational policies do not make provision for me to practise this plan" to evaluate the effectiveness of educational policies on time management. Nearly half of the respondents (47.6%) agreed or strongly agreed with this statement. However, 26.7% of them were ticked 'disagree' or 'strongly disagree' for this question and 21 respondents were in the middle of agreeing or disagreeing for question 14. The answers given to this question are shown in Figure 4.6:

Answers to Question 14

Figure 4.6 Distributions of Numbers of Respondents for Question 14

It was seen from the analysis of these two questions that educational policies might shape the time management of Turkish secondary school managers. However, it was not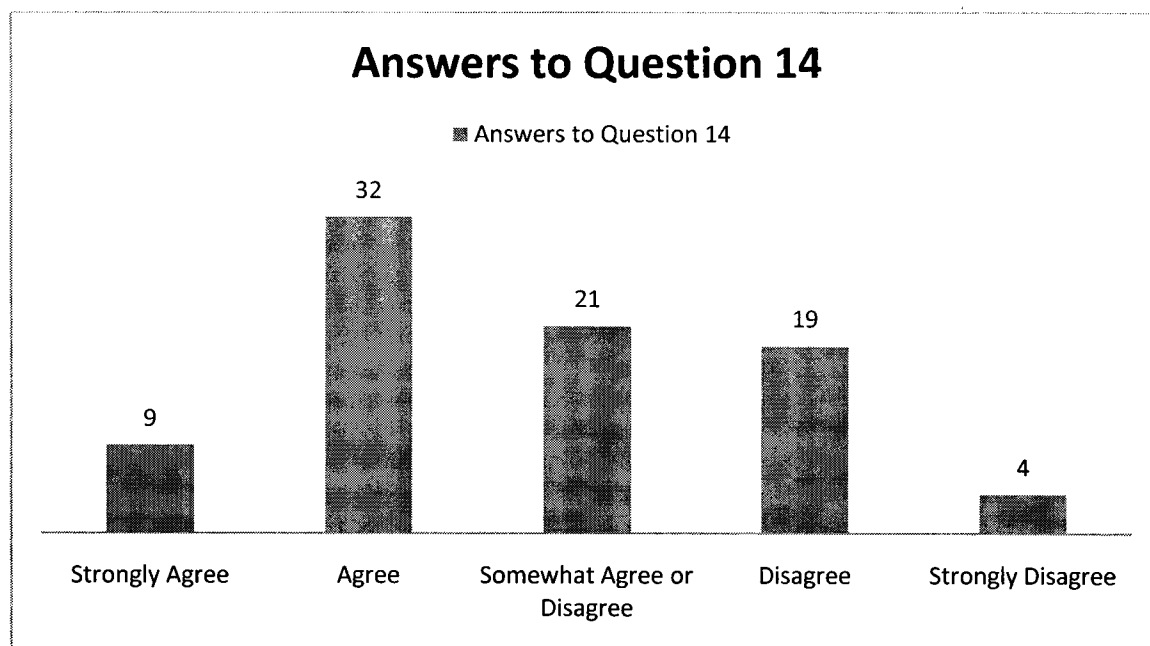 mentioned by many participants. The findings of this study did not underpin the argument of Bell and Stevenson (2006) completely because they said that the educational policies were 'decisively' effective; however, only half of the respondents believed that educational policies had a decisively impact on time management. Moreover, the results also did not support the claims of Ball (2006) entirely who argued that time use of educational staff is shaped by educational policies.

What if respondents work within the educational policies, in which case the policies would be decisive and the respondents might not realize

This divided opinion towards Bell and Stevenson (2006) and Ball (2006) might have occurred due to the nature of the study which looked into the perceptions of managers, because some respondents might be affected by educational policies and they might see educational policies as a shaping factor and vice versa.

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4.4.2. Gender

[handwritten: The question is: Males can manage their time better than females? This needs to be more accurate]

"Who is good at time management, male or female?" was asked in the question 9. 41% of the respondents claimed that males were better and 44% of them argued that females were good at time management. Moreover, 15% of the participants argued that it is changeable according to the circumstances. The answers given to question 9 which is "males can manage their time better than females" are represented in Figure 4.7:

Answers to Question 9

Strongly Disagree 11%
Strongly Agree 14%
Disagree
Agree
Somewhat Agree or Disagree 15%
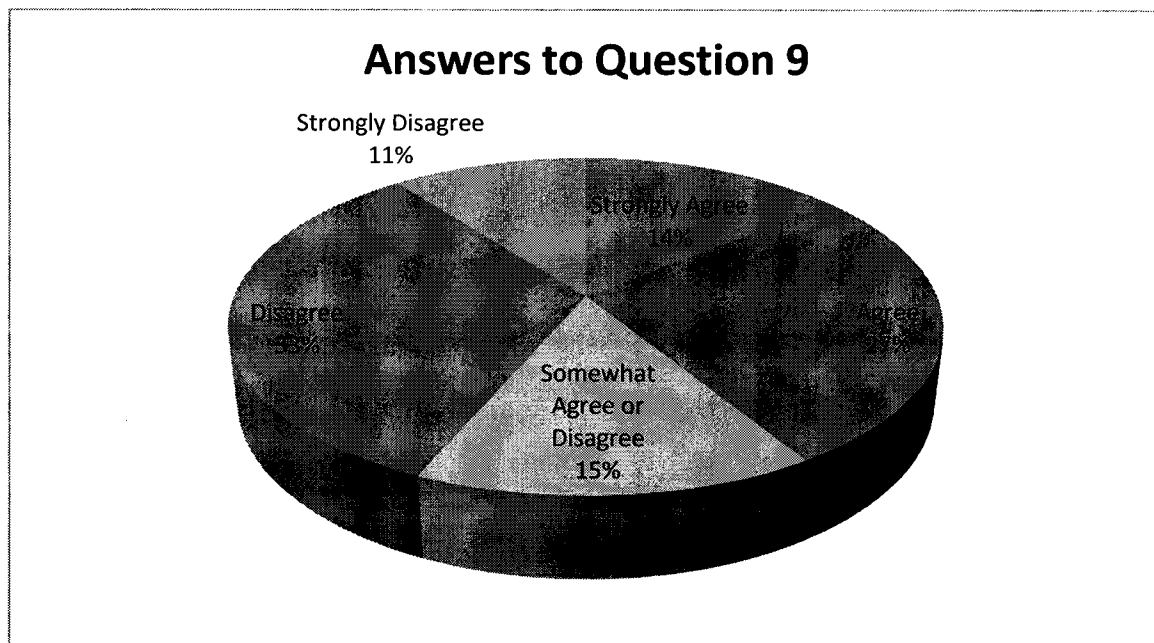
Figure 4.7 Distributions of Numbers of Respondents for Question 9

Furthermore, when the time management scores from the psychometric test of males and females were compared, it was seen that females were better than males in time management scores (the average score of females was 73.2% and of males was 68.8%).

It emerged from the evaluation of question 9 that managers did not completely favour either gender with regard to time management skills. Past studies differed as to which gender was better at time

management. For example, Guoqing and Yongxin (2000), and Oncel et al. (2005) found that males are better, and Alay and Kocak (2003), and Erdem (1997) portrayed females as good time managers. However, findings from this question did not underpin any of those findings. This might have occurred due to the nature of the study which looked into the perceptions of managers about time management and some male managers might observe some female managers who managed their time effectively and vice versa. Thus, they might perceive that females or males were good at time management.

On the other hand, it was found from the average time management scores of males and females that females were better than males on time management skills. This result supported the findings of Alay and Kocak (2003), and Erdem (1997) but not those of Guoqing and Yongxin (2000), and Oncel et al. (2005). It might be argued, therefore, that the traditional cultures of China and Turkey might not be the same and this might explain the different results from the study of Guoqing and Yongxin (2000) who argued that due to traditional cultures of China, males are good time managers. Moreover, female managers in Turkish secondary schools might manage to do their work and mother role together which is claimed by Oncel et al. (2005) for supporting males as good time managers.

It might be argued that gender was not a significant shaping factor of time management in the perception of research participants; however, it was seen from the analysis of psychometric test that females were better time managers than males.

4.4.3. Age

The relationship between age and time management was investigated in the question 17 and it asked "Which age group of managers manage their time better than other groups?". There was not a most popular answer; however, 65.1% of the respondents claimed that the managers aged between 36 and 50 were better time managers than other groups. None of the research participants believed that managers older than 56 were good at time management and only 2 of them stated that 'the less than 30' age group were good time managers. Moreover, 13 of the respondents thought that age was not a factor for time management. All the answers given to question 17 are represented in Figure 4.8:
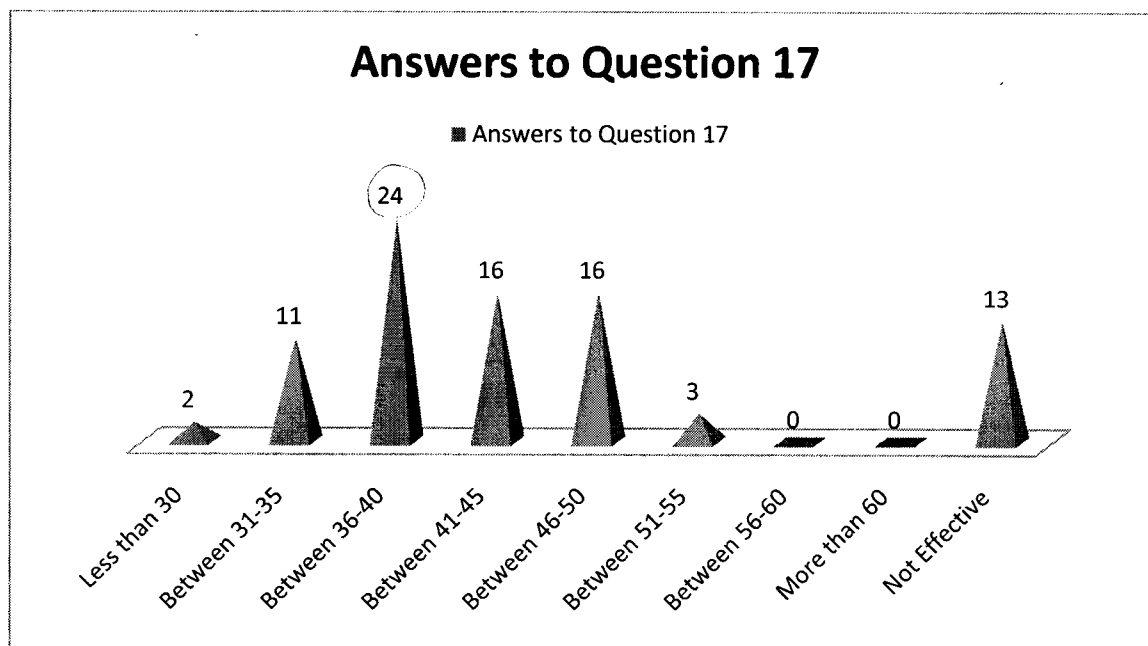
Figure 4.8 Distributions of Numbers of Respondents for Question 17

very interesting funding.

This finding was contrary to the studies of Oncel et al. (2005) who argued that when the age goes up, time management skills of a person increase. This might have occurred because of the division in age groups (25-34, 34-45, and 45 or above) and the nature of the study which looked at the perceptions of managers. The research participants might suppose that younger managers could not

be good time managers because they need more experience. Moreover, they might also assume that

managers older than 50 lacked concentration and they might be preparing for retirement. *You are overclaiming here.*

On the other hand, this finding underpinned the result of Kocabas and Erdem (2003) who divide age groups into two (21-40, and more than 40) and do not find any significant relation between age and time management. Because when the ages are grouped in the same way as Kocabas and Erdem (2003), it was seen that 37 perceptions supported the age group between 21 and 40 and 35 of them underpinned the 'more than 40' age group. Thus, no significant relationship between time management and age was found when the grouping was done in the same way to Kocabas and Erdem (2003). *Okay.*

The age and time management relationship was also discussed by comparing the average time management scores from the psychometric test and background information of respondents. It underpinned the findings of question 17 because it was seen from this comparison that the managers between 31-35 (71.8%), 36-40 (70.4%) and 46-50 (71.1%) were better managers than others. All the average time management scores according to age groups are given in Figure 4.9:
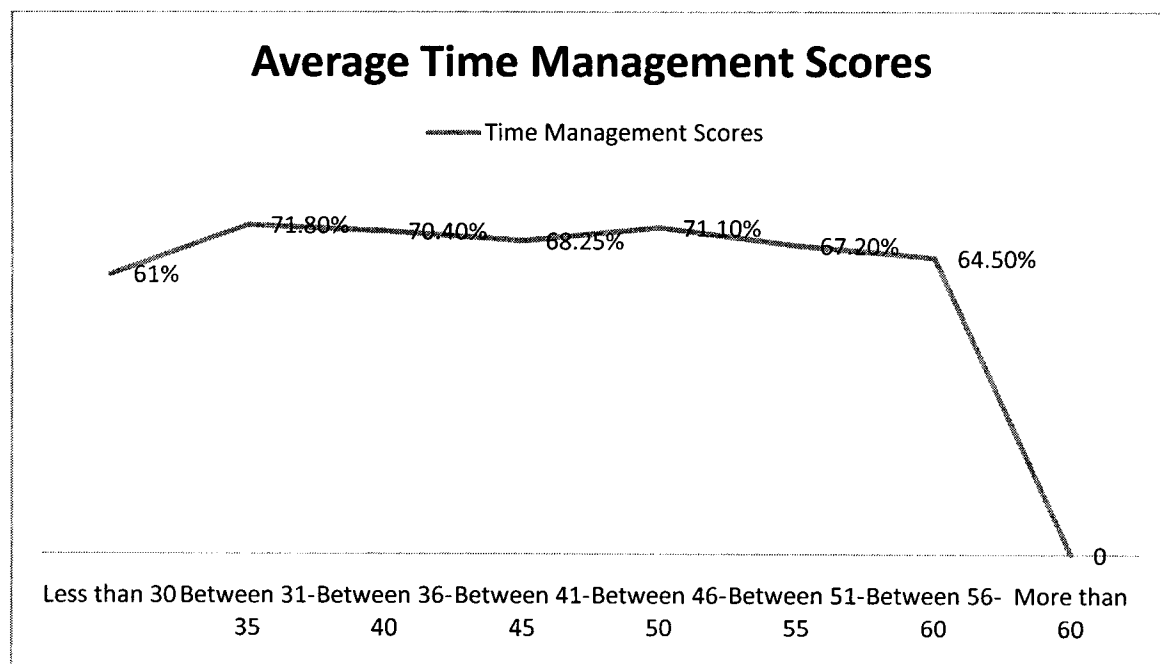
How do you think your questionnaire and the psycho-metric can be compared in terms of results in terms of time management perceptions?

Average Time Management Scores

— Time Management Scores

71.80% 70.40% 68.25% 71.10% 67.20% 64.50%

61%

0

Less than 30 | Between 31-35 | Between 36-40 | Between 41-45 | Between 46-50 | Between 51-55 | Between 56-60 | More than 60

Figure 4.9 Comparisons of Average Time Management Scores and Age Groups

This result could have occurred because the managers in their 30s and 40s have acquired the

process of managing and their energy levels might help them to manage their time more effectively. ?

[handwritten margin note: Do you think it might be caused by anything else? Can you think of a reason for those in their 30's and 40's that might need exploring?]

4.4.4. Teaching Experience

Question 18 asked about the relationship between time management and teaching experience and

the results of this question are given in Figure 4.10:

Answers to Question 18

▦ Answers to Question 18

[bar chart showing values: Less than 5 years = 0; Between 6 and 10 years = 7; Between 11 and 15 years = 30; Between 16 and 20 years = 22; Between 21 and 25 years = 11; Between 26 and 30 years = 2; More than 30 years = 2; Not Effective = 11]

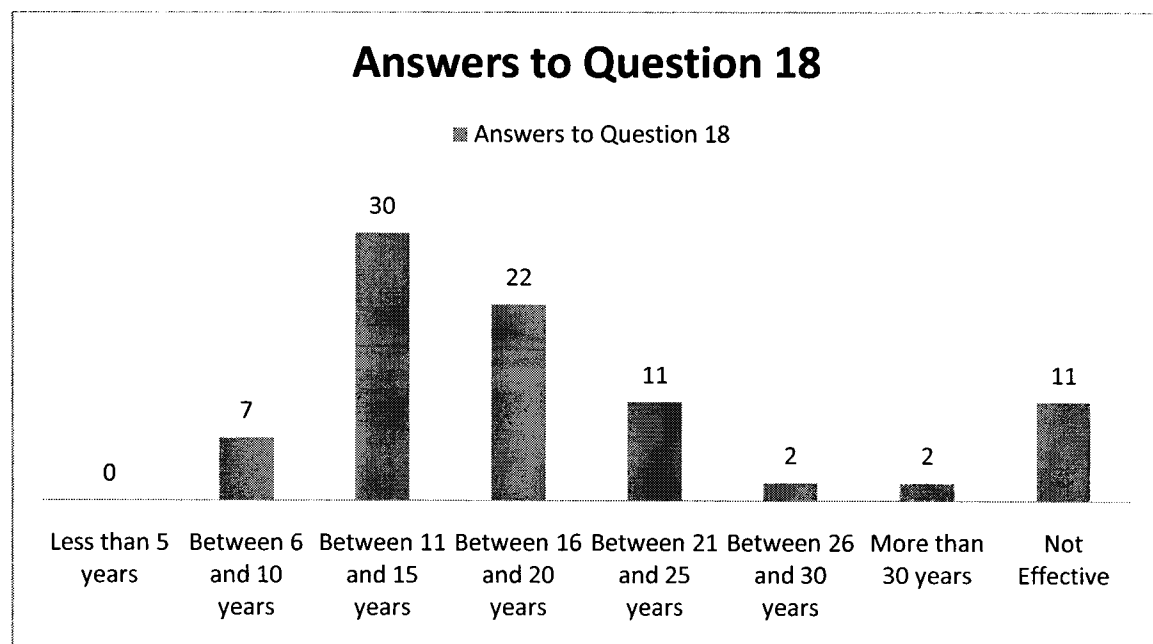*[handwritten margin note: How does this relate to Question 17? The peak is at 36-40 yrs]*

Figure 4.10 Distributions of Numbers of Respondents for Question 18

73.2% of the participants believed that managers who had between 11 and 25 years teaching

experience were good at time management and 11 respondents stated that time management was not

directly related with teaching experience. Surprisingly, anybody ticked 'less than 5-years

[handwritten note: what does this mean?]

experience' option and only 4 managers believed that managers with more than 26years teaching

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experience were better in time management. This is surprising because the perceptions of managers did not support the findings of Oncel et al. (2005), Passig (2005) and Misra and McKean (2000) who claimed that time management skills increase with experience. This might have occurred because the respondents might think that managers with most teaching experience might be too old and have less energy. This finding also underpinned the findings of question 17 in the questionnaire because the managers whose teaching experience was more than 11 years should be in their mid-30s.

*This needs further explanation are likely?*

Please avoid being normative with words like 'should'.

You can only present your evidence - you are not able to over-claim from the evidence.

On the other hand, when the average scores of psychometric test and the teaching experience of managers were compared, it was seen that the experience group of 11-15years scored the highest (average 71.7%) and the group with 6-10 and 26-30years experience scored the lowest (average 66.8% and 66.9% respectively). Moreover, time management scores of managers who had less than 5-years teaching experience were not calculated since there were no participants in this group. The average time management scores according to teaching experience were given in Figure 4.11:

How does this table compare to the table relating to the psychometric test on p. 54?

Average Time Management Scores
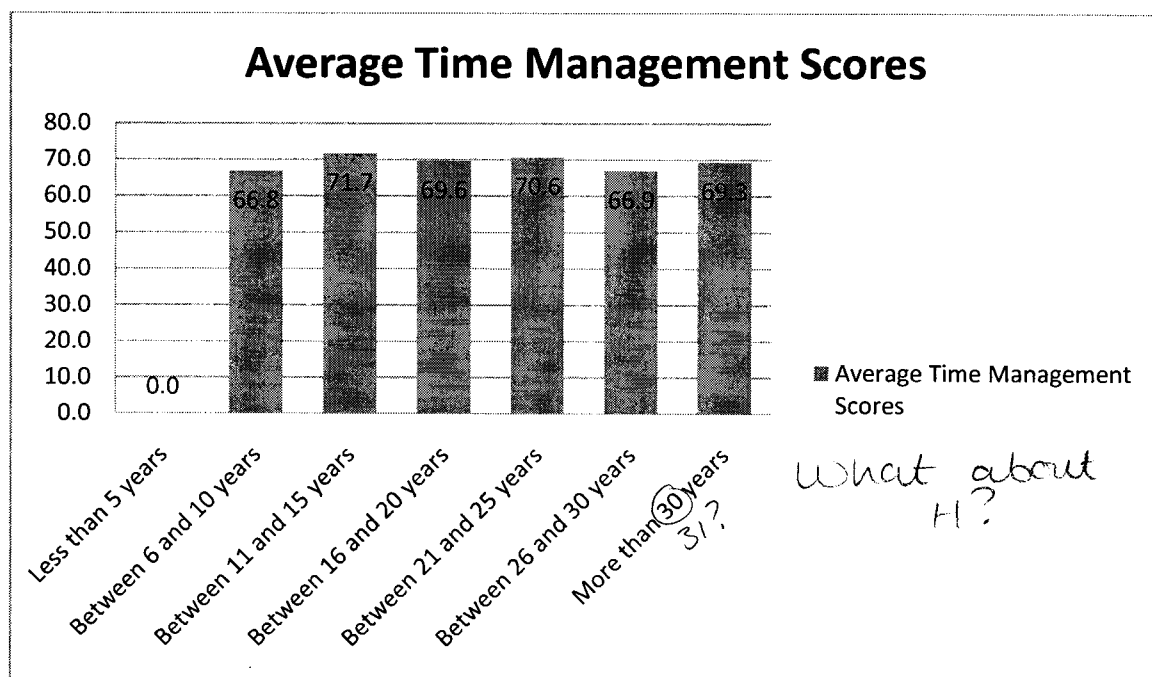
How did you arrive at the average time management scores. What does this mean with regard to the

what about H?

Figure 4.11 Average Time Management Scores according to Teaching Experience

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This study was divided in supporting the findings of Oncel et al. (2005) because they argued that managers who had experience 1-5, 11-15, and 16-20 years were less effective on time management and managers who had more than 21 years experience and between 6-10 years were better managers. However, this study found that managers who had teaching experience between 11-15 and 21-25 years experience managed their time better than other groups and managers who had between 6 and 10 years experience were the worst time managers according to the average time management scores.

[handwritten annotation: 'perceived they managed their time better' is your question on p. 101 – this is not the same as managing time better. This needs clarification]

Griffiths (2003), Eilam and Aharon (2003) claimed that time management was an individual activity and this result might have occurred because the managers who scored highest in the time management test might improve themselves on time management.

4.4.5. Management Experience

This was investigated in question 19 and the results of this question are represented in Figure 4.12:

Answers to Question 19
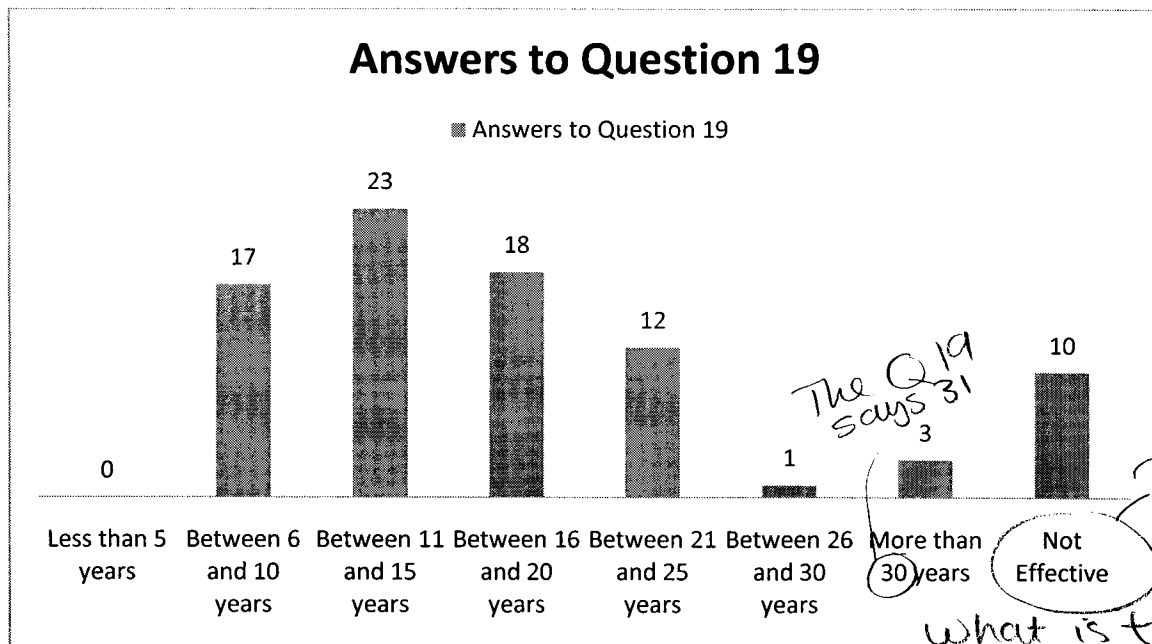
Answers to Question 19

Figure 4.12 Distributions of Numbers of Respondents for Question 19

The research participants believed that managers who had management experience of between 6 and 25 years were better time managers than others. Moreover, only 4 respondents thought that managers with more than 26 years experience were good at time management and nobody supposed that managers less than 5 years experience were good at time management.

These findings did not completely support the results of Oncel et al. (2005), who found that managers who have more than 21 years experience were better managers than other groups, in that only 16 respondents believed the claim of Oncel et al. (2005). Moreover, they also found that managers who had the management experience between 6 and 10 years were better than other groups on time management; however, this study found that this group was only better than 'less than 5 years' experience group.

The relationship between time management and management experience was also evaluated by comparing the average time management scores and background information. It was found that the

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most effective time managers were the management experience group of 21-25 (72.3%) and 6-10 (71.4%). All the average time management scores according to management experience are given in Figure 4.13:
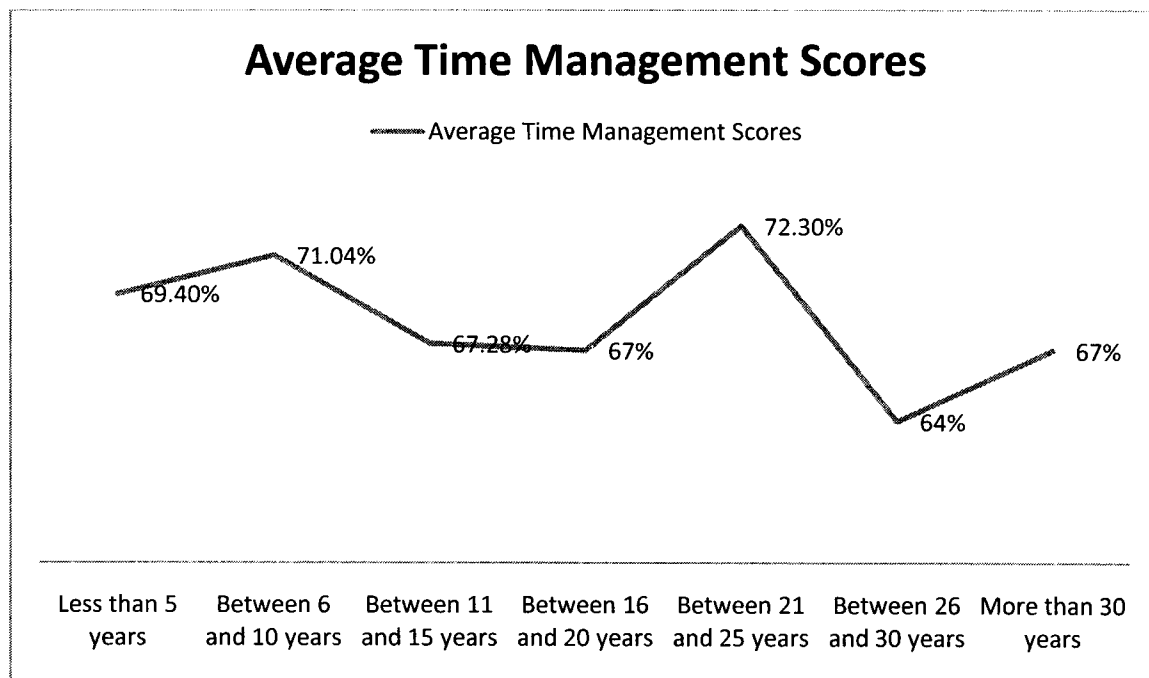
Figure 4.13 Comparisons of Time Management Scores and Management Experience

This comparison underpinned the findings of Oncel et al. (2005); however, disagreement in the findings of question 19 to the study of Oncel et al. (2005) might have occurred due to the nature of the study which was the perceptions of managers.

4.4.6. Management Position

The relationship between time management and management position was evaluated in question 10 and stated that "principals can manage their time better than vice-principals". It was interesting that the numbers of respondent agreeing and disagreeing were equal and many respondents believed that

the numbers might be changeable according to the situation and ticked the third box in the questionnaire for this question. The answers given to question 10 are shown in Figure 4.14:

Answers to Question 10
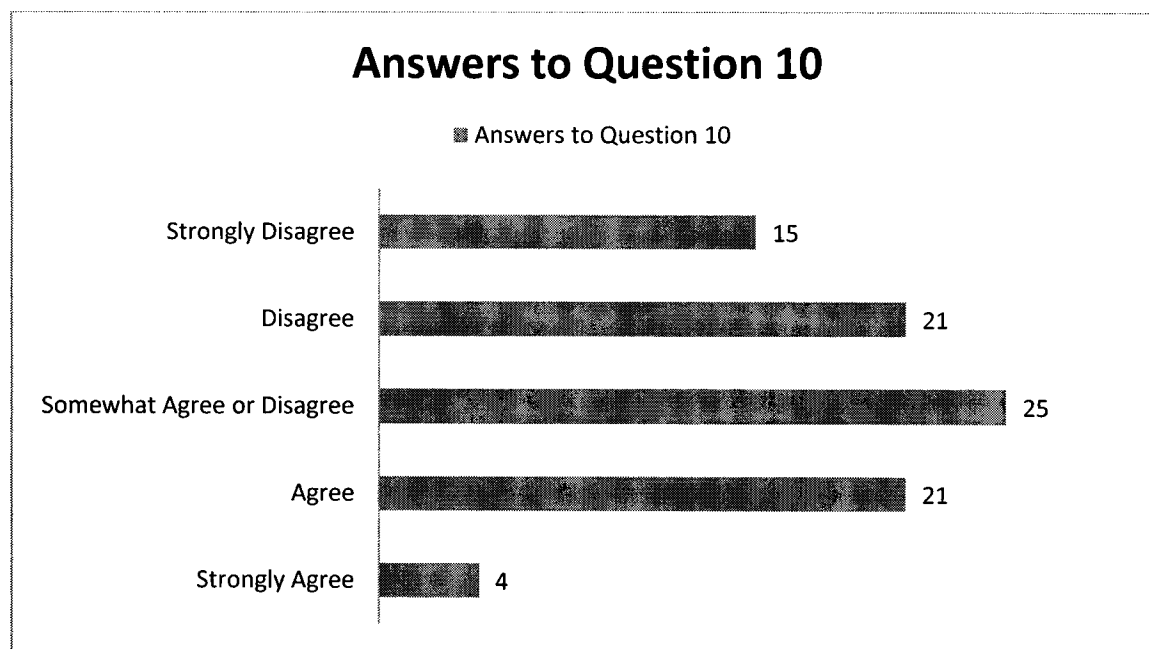
Figure 4.14 Distributions of Numbers of Respondents for Question 10

On the other hand, the average time management scores of principals and vice-principals were measured and average scores of them were nearly the same (69.9% principals; 69.09% vice-principals). It might be said from these two analyses that management position is not a factor in time management skills of managers.

4.4.7. School Type

The influence of school type on time management skills was investigated in question 20 in the questionnaire. 42% of the participants believed that managers who worked in Anatolian high schools and its varieties were good at time management. Moreover, 32% of them supposed that managers in trade schools were better time managers than others and only 6 respondents thought of

senior high school managers as good time managers. On the other hand, 16 respondents assumed that school type was not effective on time management. The answers given to question 20 are represented in Figure 4.15:

Answers to Question 20

Trade school 32
      19
      51%

Trade school
responses 47.7%

Senior High 7%

Senior High
responses 25.6%

Anatolian 42%

Anatolian responses 26.7% + T.M not related to type of school = ?

↓ Not effective is Time management and is not directly related to type of school are these the same thing?

How does this relate to response rate by school?

Figure 4.15 Distributions of Numbers of Respondents for Question 20

It was found from the comparison of time management scores and background information question

manager groups

that managers who were in Anatolian high schools and its varieties (70.9%) were better time managers than others (69.2%senior high schools, 68.5%trade schools).

These two analyses showed that managers working in Anatolian high schools managed their time better than managers in other schools. This might have occurred because the working environment in the Anatolian high schools and its varieties might be more systematic and the students in these schools might concentrate more on their lessons which could reduce the work generated by the students for the managers.

To what extent are the respondents aware of the time management practices of all manager groups?

The evidence does not reveal 'better time management skills' but perceptions of management skills,

4.5. Time Management Strategies

The managers' perceptions on time management strategies were investigated in the questions 11, 12, 15, and 21 in the questionnaire. These questions focused on the effectiveness of strategies on time management, managers' strategy usage in their previous life, their desire to use strategies for managing time more effectively, and actual or preferred time management strategies which might be effective on Turkish secondary schools.

4.5.1. Effectiveness of Strategies on Time Management

Question 11 in the questionnaire stated that "I believe that strategies cannot be helpful to manage time" and 69.7% of managers disagreed or strongly disagreed with this statement. Moreover, 17 managers (19.7%) thought that strategies could not be helpful in time management and no respondents strongly agreed to this statement. The answers given for this question was represented in Figure 4.16:

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Answers to Question 11

▦ Answers to Question 11
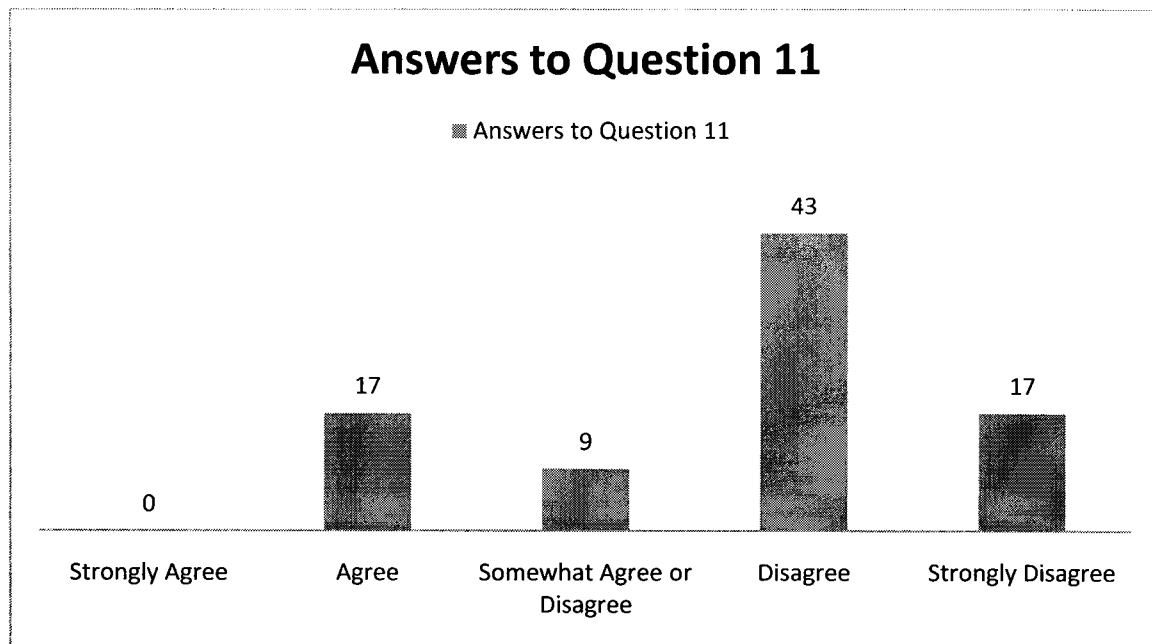
Figure

4.16 Distributions of Numbers of Respondents for Question 11

It was seen from the analysis of this question that most of the managers believed that strategies were helpful in time management. The reasons for this result might be the previous usage of time management strategies by managers, and their good or bad experiences of time management strategies because some respondents might use a strategy to manage time with effective results and some not.

When the average time management scores and answers distribution of question 11 were compared, it was seen that the average time management scores of managers who ticked disagree or strongly disagree (70.3%) were better than the managers who chose strongly agree or agree (67.8).

This result was underpinned by the studies of Balci (1989), and Akatay (2003) who suggested time management strategies to manage time more effectively. ✓ Clear

4.5.2. Managers' Strategy Usage

It was evaluated in question 12 whether the managers had used time management strategies to manage time more effectively in the past or not. The answers given to question 12 are shown in Figure 4.17:
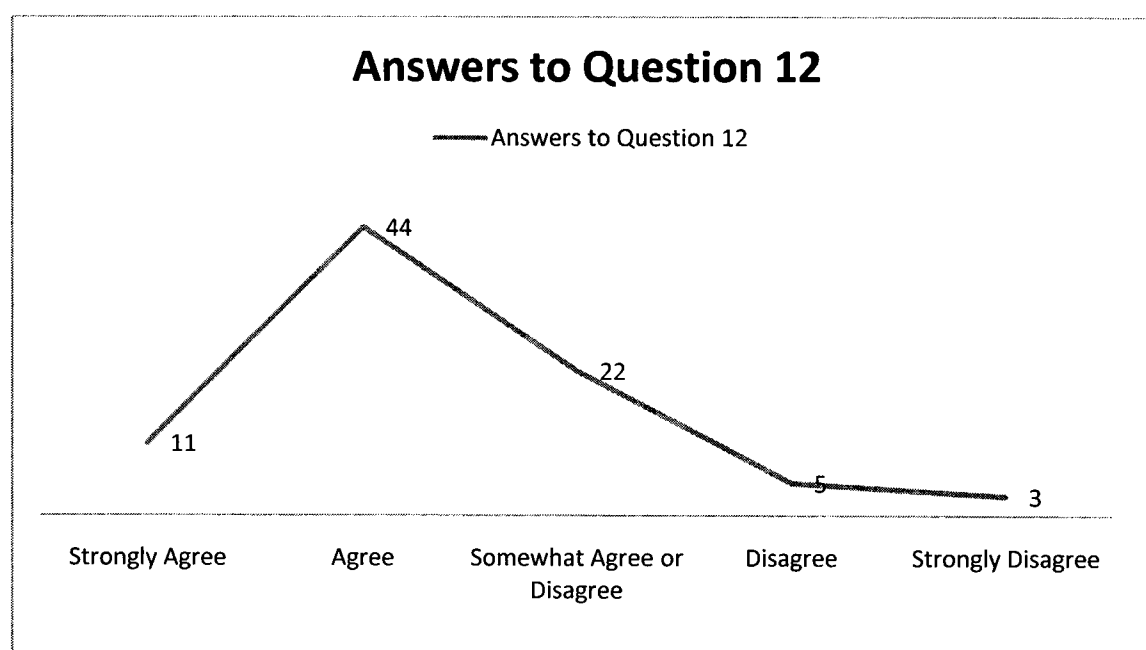
Figure 4.17 Distributions of Numbers of Respondents for Question 12

The Figure 4.16 stated that 64.7% of the respondents used at least one strategy and 8 research participants assumed that they had never used strategies previously. Moreover, 22 respondents ticked 'somewhat agree or disagree' option for this study. This might mean that these 22 respondents did not know much about time management strategies or they had used a strategy without being aware of it. This finding showed that most of Turkish secondary school managers used at least one strategy; however, it should also be pointed out that more than a quarter of respondents did not know about time management strategies. Moreover, some respondents (9.4%) preferred not to use strategies for managing time effectively.

Average time management scores and the answers of question 12 were evaluated together and it was found that there was not a significant difference between average time management scores of managers who ticked 'agree' or 'strongly agree' (69.6%), 'disagree' or 'strongly disagree' (69%), and 'somewhat agree or disagree' (68.6%). This might have occurred because some managers who had used at least one strategy were not being successful in using this strategy. Moreover, managers who did not use strategies might be good at time management but they preferred not to use a strategy and managers who ticked the third option might have used a strategy without knowing it was a strategy or they might not need to use strategies because they might perceive themselves as a good time manager.

4.5.3. Managers' Desire to Use Time Management Strategies

Question 15 stated that "I desire to use any strategy to manage my time" and 77% of the respondents were agreed or strongly agreed with this statement. Only 9 (10%) respondents ticked the 'disagree' or 'strongly disagree' options and 11 respondents did not state their views about this question. The answers given to this question are shown in Figure 4.18:

Answers to Question 15

Somewhat Agree
or Disagree
13%

Disagree
9%

Strongly Disagree
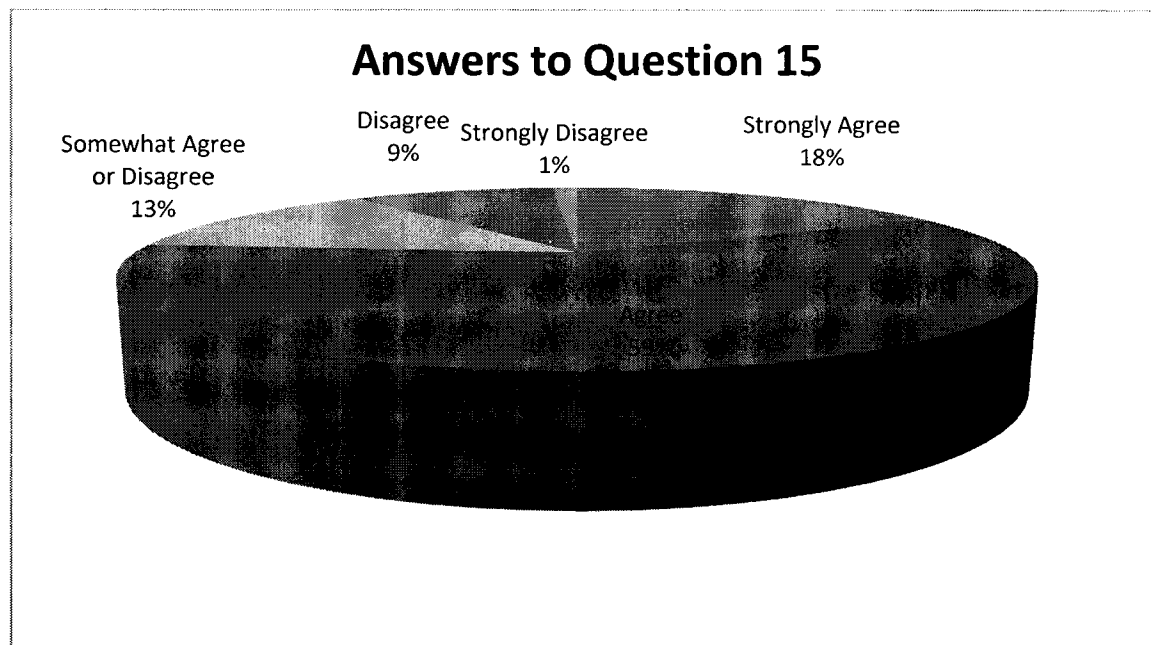1%

Strongly Agree
18%

Figure 4.18 Distributions of Numbers of Respondents for Question 15

It might be said that many managers (77%) in this study desire to use a time management strategy to be effective in his/her work context. However, surprisingly 10% of the respondents preferred not to use time management strategies. The reason for this might be the ineffective use of time management strategies in the past or they might think that the educational policies did not encourage use of strategies in the school due to work-load.

On the other hand, comparison between the average time management scores of managers and answers given to question 15 showed that managers who strongly desired to use any strategy to manage time were better than the other groups (72.2%). Moreover, managers who agreed with question 15 were the second best time managers (70.4) in this comparison. It is seen from this that managers who desired to use time management strategies might understand the importance of time and might try to be more effective in the work context by using a time management strategy.

How does this compare and contrast to the literature?

4.5.4. Time Management Strategies in Turkish Secondary Schools

The research participants were asked which time management strategies might be useful in Turkish secondary schools using an open-ended question (question 21); however, some respondents preferred not to answer this question. This might be due to the nature of the question which was open-ended or managers' lack of knowledge about time management strategies.

The given answers for time management strategies in the questionnaires were planning and prioritising the tasks, using the most suitable time of day effectively, taking seminars about time management, using an agenda, not postponing anything, and taking time management lessons in the universities. Moreover, some respondents claimed that he/she did not have any information about time management strategies.

'Planning and prioritising tasks' was the most common answer to this question which was written by 16 managers. One manager stated that "Turkish people do not plan their life; they live and see the results" and another manager pointed out that "we start to do a work without a plan, and if we are in trouble, we prefer to plan and thus, Turks waste many time".

As Mahay (2004) pointed out in the literature, people did not mind wasted time which might cause to manage time ineffectively. This finding underpinned the claims of Gumuseli (2006), Akyuz (1998) and Caliskan (2006) on the importance of planning in time management.

On the other hand, some respondents believed that using the best times effectively might help managers to manage their time. Three of the respondents stated that they were effective in morning

times and if they could use this time effectively, they did not have any problems in managing time for this day.

Furthermore, 5 respondents assumed that seminars about time management might be effective to manage time in Turkish secondary schools. One of the respondents stated that "I took a seminar three years ago and I try to use the suggestions of him on time management. I saw in my life that if I achieve to practise the offers of him, I have no problem with time".

Using an agenda was seemed as an effective time management strategy in Turkish secondary schools by 6 respondents. They stated that they could see what they are going to do in the agenda, so the day will be planned. One respondent pointed out that "the use of agenda should be effective and agenda should not be used for only writing in it". These findings supported the arguments of Scott (1995) who suggest diary as a time management strategy and Sahin (2002) who point out the effective use of diaries.

Four respondents argued that not to postpone the work that should be done could be effective in using time effectively. One of the respondents stated that "when I postpone some works for the other day, I might be in trouble for the next day because I do not know exactly which tasks I will deal with for this day". Another respondent stated that she had never postponed anything and she had problems with time in only special school times such as registration time for school. These arguments supported the claims of Gumuseli (2006) who pointed out the importance of not to postpone anything which must be done.

Moreover, one respondent suggested that taking time management lessons in the universities might be an effective strategy in managing time more effectively in the Turkish secondary schools. She

stated that "I teach whatever I learnt in the universities in the schools" and added that "many teachers do not give time to learn more things when she or he has started to work". This strategy was highlighted in the literature and this small change in the universities might help teachers (who are going to be managers) to manage time more effectively.

Brief summary might be presented here.

5. CONCLUSION

5.1. Introduction

This study investigated time management issues of managers (principals and vice-principals) in Turkish secondary schools. The first research question investigated the effectiveness and perceptions of managers on the notion of time management; the second one evaluated the shaping factors of time management, and lastly, the third research question examined time management strategies in the perception of managers.

The managers of 51 secondary schools in a city in Turkey (51 principals and 156 vice-principals in total) formed the sample of this research and the total response rate for this study was 41.5% (23 principals and 63 vice-principals). A psychometric test, a background information sheet and a questionnaire which consisted of 20 closed and one open-ended question were used to conduct this research. The main findings emerging from this research and recommendations are presented in the remainder of this chapter.

5.2. Time Management

It might be concluded that most of Turkish secondary school managers managed their time effectively and many of them perceived themselves as a good or very good time manager.

Moreover, most of the managers thought that time could be controlled by individuals and it might be managed by changing the events in it. This finding supported the claims of Yilmaz (2001).

Furthermore, respondents mostly perceived time as a subjective notion and this underpinned the studies of Kaufman & Lindquist (1998) Leclerc et al., (1995), and McDonald (1994).

Additionally, a few respondents believed that time management consisted only of the techniques for managing time more effectively. This contradicts the time management definitions of Jex and Elacqua (1999), Davis (2000), Macan et al. (1990), Orpen (1994), and Woolfolk and Woolfolk (1986). However, most of the respondents supposed that time management was a planning activity to maximise productivity. This supported the studies of Kaufman and Lindquist (1999), Lakein (1973), Tanriogen and Iscan (2009), Burt and Kemp (1994), and Britton and Tesser (1991) on the notion of time management.

5.3. Shaping Factors of Time Management

The educational policies in the Turkish education system greatly influenced the time use of managers in this research although this was not perceived by all participants. Thus, this research did not underpin the studies of Bell and Stevenson (2006) and Ball (2006) entirely.

Additionally, gender was not a significant shaping factor for time management in the perception of managers; however, it was found that females were better time managers than males. This finding supported the studies of Alay and Kocak (2003), and Erdem (1997).

Moreover, it was seen from the analysis of findings that managers aged between 36 and 50 were better time managers than other managers in the perception of the respondents and this finding was underpinned by the comparison of average time management scores and background information. This result supported the findings of Kocabas and Erdem (2003).

Furthermore, many of the research participants believed that managers with between 11 and 25 years teaching experience could manage their time better than others and this was also similar to the results of the comparison of average time management scores and background information. This result partly agreed with the arguments of Oncel et al. (2005).

What is more, many research participants supposed that managers with between 6 and 25 years management experience were better time managers and the comparison of the average time management scores and background information partly supported this perception. It was found from this comparison that managers with the management experience of between 21 and 25 years or 6 and 10 years managed their time better than the other management experience groups. This *You elicited perceptions* perception of managers did not underpin the study of Oncel et al. (2005), whereas the comparison of average time management scores supported their findings.

Moreover, it was found that the management position of managers, whether principal or vice-principal did not shape their time management skills. The perceptions of the respondents of the research, and the comparison of average time management scores and background information all endorsed the same result.

Lastly, most of the participants of this research believed that the managers working in Anatolian high schools and its varieties managed their time better than those working in the other two types of schools. This result was also supported by the comparison of average time management scores and background information of the respondents.

5.4. Time Management Strategies

Many research participants assumed that time management strategies were helpful in managing time more effectively and it was also found that managers who believed in the effectiveness of strategies were better time managers than the managers who did not believe in the strategies' effect on time management. These findings underpinned the perceptions of Balci (1989) and Akatay (2003).

The findings of this study showed that managers in Turkish secondary schools mostly used at least a time management strategy to manage their time more effectively. However, it was also found that more than a quarter of the respondents did not know much about time management strategies.

Moreover, many research participants desired to use a time management strategy to manage their time and the findings indicated that the managers who wanted to use time management strategies were better time managers than the managers who did not desire to use those strategies.

Respondents in this study suggested planning and prioritising the tasks, making the best use of the most effective times, seminars about time management, agenda usage, not to postpone anything, and time management lessons in the universities as time management strategies. These suggestions were underpinned the studies of Gumuseli (2006), Akyuz (1998), Caliskan (2006), Scott (1995), and Sahin (2002).

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5.5. Recommendations

It might be argued that time management is an important management concept for managers in Turkish secondary schools and the strategies should be developed to manage time effectively in these schools. Some recommendations are offered here to be used in Turkish secondary schools and these might have wider relevance:

1) It was found from the analysis of the collected data that Turkish secondary school managers managed their time effectively (average time management scores were 69.3%). As Akatay (2003) suggested in the literature that managers might use time record to learn about their time usage and time wasters and might analyse it at the end of the day to increase their average time management effectiveness from effective to very effective.

2) It was mentioned in the findings and analysis chapter that some managers did not know much about time management. The managers should be informed about the time management notion and it could be done by annual seminars. The importance of time management in increasing the performativity, as Ball (2006) pointed out, the ways of managing time effectively, and how to deal with time wasters should be the subjects of those seminars.

3) It was found that the managers in Anatolian high schools and its varieties managed their time better than managers in other schools. Thus, the managers in trade schools and senior high schools might observe the managers in Anatolian high schools and its varieties to see the positive points of those managers and their negative points to increase their effectiveness on time management.

4) Most of the managers in this research suffered from educational policies and they argued that educational policies mostly shaped their time use. The educational policies in Turkish secondary schools might be re-coordinated by the Ministry of Education to maximise the

productivity of managers and the local or national Ministry of Education should give up last minute events to help managers to manage their time more effectively.

5) Most of the respondents stated that planning and prioritising was the most effective time management strategy in Turkish secondary schools. The planning and prioritising might be done easily by using an agenda and the principal of the school might start using an agenda and encourage the others to follow their example.

6) A time management strategist or an expert on time management might be invited to the school in order to analyse the characteristics of managers and offer individual guidance on the most effective time management strategies.

The limitations of this study were discussed in the methodology chapter (3.3.5). This study might be improved by using more data collection instruments such as interviews, and observation might be included to the questionnaire design. Moreover, this research might be administrated with all the secondary schools and their managers in the population of this research or might be conducted in different cities to increase the response rate. Lastly, the administration of the research could be done in the school time to increase the response rate of the research and the possibility of the generalisation of the findings.

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Appendix-A

Psychometric Test

Please put a tick for the most appropriate answer for you.

	QUESTIONS	Completely true	v true mostly true	somewhat true/false	mostly false	completely false
1	I prioritize my tasks when I have a lot to get done.					
2	I tackle tasks in order of importance.					
3	I break big projects down into smaller steps.					
4	I stick with my way of doing things, even if my method takes longer.					
5	When I am stuck in line or waiting on the phone, I use that time to do something productive (i.e. read, balance my check book, etc.)					
6	I combine tasks that are similar into blocks to deal with them at the same time (writing/reading emails, making phone calls, etc.)					
7	If I am overwhelmed with work, I try to delegate tasks to others.					
8	If I get to school earlier than needed, I will use that time to organise my day.					
9	I take on more tasks than I should.					
10	I tend to jump from one unfinished task to another.					
11	I keep working on a task even if it is boring.					
12	I have no qualms about telling others that I do not have the time to do something for them					
13	If someone calls when I am in the middle of something important, I would tell him or her that I am too busy to talk.					
14	If my colleagues were having a loud conversation while I was working, I would ask them keep it down or close my door.					
15	Whenever possible, I schedule the more important tasks at work during the time of day when I am most productive.					
16	I let others know ahead of time when I have a really busy day and cannot be disturbed.					
17	I intersperse easier tasks among those that require top concentration.					
18	I set deadlines for myself.					

	QUESTIONS	Completely true	mostly true	somewhat true/false	mostly false	completely false
19	When I have to locate paperwork I worked on months before, I know exactly where to look.					
20	I create schedules for all the tasks I need to complete.					
21	I can estimate how much time it is going to take me to complete a specific task.					
22	I use a daily planner (book or electronic) to keep track of the things I need to do.					
23	I keep my pens, notepad, etc. and anything else I need on a regular basis in the same place.					
24	I make a list of all the tasks that need to be completed during my day.					
	QUESTIONS	Quite Often	Often	Sometimes	Rarely	Almost Never
25	I find myself rushing to get things done at the last minute.					
26	I manage to complete everything on my daily "to-do" list.					
27	I arrive at appointments or meetings on time.					
28	When I am working, I block out everything that goes on around me.					
29	If I see my mind is wandering from my work, I will take a break to refocus.					
30	I complete tasks on or before the deadline.					
31	My work environment is neat and tidy.					

Source: http://www.queendom.com/queendom_tests/transfer

If you would like to learn your time management score please write your mobile number below and please do not write your name. The result will be sent via text in a week's time.

Mobile Number:

Appendix-B

Background Information Sheet

Please put a tick for those which are suitable for you.

Gender	Male ( )		Female ( )	
Age	less than 30 ( )	30-35 ( )	35-40 ( )	40-45 ( )
	45-50 ( )	50-55 ( )	55-60 ( )	more than 60 ()
Teaching Experience	Less than 5 Years ( )	5-10 years ( )	10-15 Years ()	15-20 Years ( )
	20-25 Years ( )	25-30 Years ( )	More than 30 Years ( )	
Management Experience	Less than 5 Years ( )	5-10 years ( )	10-15 Years ()	15-20 Years ( )
	20-25 Years ( )	25-30 Years ( )	More than 30 Years ( )	
Management Situation	Principal ( )		Vice-Principal ( )	
Type of School	Trade School ( )	Senior High School ( )	Anatolian High School and varieties ( )	

Appendix-C
Questionnaire
Please put a tick for the most appropriate answer for you from questions 1 to 16.

	QUESTIONS	Strongly agree	Agree	Agree/ Disagree	Disagree	Strongly Disagree
1	Time is out of human control.					
2	Time cannot be manageable.					
3	Time can be manageable by only changing the events in it.					
4	Time perception can be changeable from person to person.					
5	Every person perceives time the same (hours, days, weeks).					
6	Time management is only the techniques for managing time.					
7	Time management is a planning activity.					
8	Time management is a phenomenon which helps to maximise productivity.					
9	Males can manage their time better than females.					
10	Principals can manage their time better than vice-principals.					
11	I believe that strategies cannot be helpful in managing time.					
12	I have used a strategy to manage time effectively.					
13	The educational policies shape my use of time.					
14	I plan my daily work-life; however, educational policies do not allow me to practise this plan.					
15	I desire to use any strategy to manage my time.					
16	I am good at time management.					

Please circle the most appropriate answer for you from question 17 to 20.

17) Which age group of managers manage their time better than other age groups?

a) Less than 30   b) Between 31 and 35   c) Between 36 and 40

d) Between 41 and 45   e) Between 46 and 50   f) Between 51 and 55

g) Between 56 and 60   h) More than 61

i) Time management is not directly related to age.

18) Which teaching experience group of managers manage their time better than other groups?

a) Less than 5 years   b) Between 6 and 10 years   c) Between 11 and 15 years

d) Between 16-20 years   e) Between 21 and 25 years   f) Between 26 and 30 years

g) More than 31 years   h) Time management is not directly related to teaching experience. ?

19) Which management experience group of managers manage their time better than other groups?

a) Less than 5 years   b) Between 6 and 10 years   c) Between 11 and 15 years

d) Between 16-20 years   e) Between 21 and 25 years   f) Between 26 and 30 years

g) More than 31 years

h) Time management is not directly related to management experience. ?

20) Which manager groups can manage their time better than other groups?

a) In trade schools   b) In senior high schools

c) In Anatolian high schools and its varieties

d) Time management is not directly related to school type.

Please write your answer briefly to the provided spaces for question 21.

21) What kind of time management strategies might be useful for managers in the Turkish secondary schools?

Thank you for your participation in this research.

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Very short questionnaire with space for 1 open question — Are these analysed?

Appendix-D
Guideline Letter for Research Participants

Dear Research Respondent,

I would like to invite you to take part in this research and am requesting you to spare some of your valuable time to conduct this research. I want to inform you that this research is about time management and this project looks into time management issue as perceived by managers' (principals and vice-principals). Any views expressed would be given in confidence, and any quotes used would remain anonymous.

This survey includes three parts which are time management test (psychometric test), background information sheet and questionnaire with 20 closed and 1 open-ended question. It is a voluntary activity so you have the right to withdraw when you want. The result of psychometric test can be thought of as a research gift to you and you have the option of receiving feedback from this psychometric test. If you wish to receive feedback from the test please write your mobile number to receive a text message in a week's time.

How you complete the data collection instruments is written at the beginning of each instrument and the questionnaires will be collected by me in ten days' time by coming to schools.

Thank you for giving your valuable time for this research and thank you for your participation in this research project.

Appendix-E
Letter from Ministry of Education

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Yükseköğretim Genel Müdürlüğü

Sayı : B.08.0.YÖG.0.16.02.02 – 2.2.3.6.3
Konu: Turgut USLU

13 AĞU 2009

İLGİLİ MAKAMA

İlgi: Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığının 12/08/2009 tarih ve B.08.0.EGD.0.33.05.311-197/2037 sayılı yazısı.

Turgut USLU, 1416 sayılı Kanuna göre resmî-burslu statüde Bakanlığımız hesabına Erzincan Üniversitesi adına Eğitim Yönetimi ve Planlaması dalında İngiltere Leicester Üniversitesinde yüksek lisans öğrenimi görmekte olan öğrencimizdir.

"Lise Müdür ve Müdür Yardımcılarının Zaman Yönetimi" konulu araştırmasını hazırlayabilmesi için yurda gelip görüşmeler yapmasına ilgi yazı ile izin verilmiş bulunan Turgut USLU'ya, onaylı bir örneği Bakanlığımızda muhafaza edilen (5 sayfa-64 sorudan oluşan) anketin Mersin İli Akdeniz, Mezitli, Erdemli, Silifke ve Mut ilçelerindeki ortaöğretim kurumlarında uygulanmasında yardımcı olunmasını rica ederim.
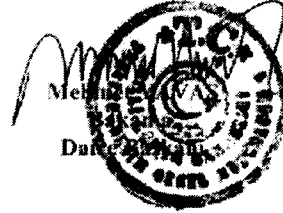
Translation of the Letter from Ministry of Education

Turkish Republic

Ministry of Education

Directorate of Higher Education

To whom it may concern,

Turgut USLU is doing his master degree in the field of Educational Leadership and Management in the University of Leicester in England for the Ministry of Education and University of Erzincan according to the law 1416 as a scholar.

He is allowed to come to Turkey and to conduct his research which is about time management of secondary school principals and vice-principals. He uses survey strategy which includes 5 pages and 64 questions. It is desired from the principals and vice-principals of secondary schools in Akdeniz, Mezitli, Erdemli, Silifke, and Mut to help the researcher to conduct his research.