

**A STUDY OF FACTORS INFLUENCING TIME MANAGEMENT
PRACTICES
AMONG PUBLIC SECONDARY SCHOOL PRINCIPALS
IN UASIN GISHU DISTRICT**

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FOR THE DEGREE OF MASTERS OF EDUCATION
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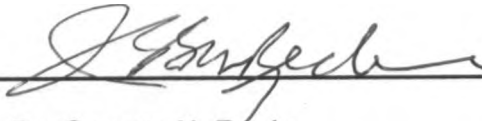
DECLARATION

This project is my original work and has not been presented for a degree in any other university



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This project report has been submitted for examination with my approval as the university supervisor



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DEDICATION

This project is dedicated to my wife Anastasia and my children Anthony, Caroline and Sharon for their moral support that inspired me to go through the course.

Abstract

This study set out to investigate the factors influencing principals' time management practices in secondary schools in Uasin Gishu District. In particular, the study sought to establish the principals time management practices in focusing on performance goals, priorities, analyses, plans and schedules, paper work, interruptions, travel, procrastination, stress and balance, as they performed their administrative roles, which include school plant management, personnel management (staff and students), school community liaison, and evaluation. Their perception of how they dealt with the foregoing time management aspects was determined in relation to their age, sex, academic qualifications, administrative experience and school size, category and geographical location.

To achieve this purpose, a questionnaire was used as the sole data collection instrument to gather data from the sampled 38 principals. Part A of the questionnaire was used to gather demographic and school data from the subjects. Part B was used to gather data on 11 time management aspects on a 5-point Likert Scale. The conceptual framework depicted the relationship and the effect that time management practices can have on school administration and consequently on achievement of school objectives.

All the 38 principals returned statistically usable questionnaires. The raw data was checked, coded and transferred to a computer sheet. It was then analyzed with the assistance of a data analyst. The

analyzed data was presented using frequency distribution tables and discussed descriptively using qualitative descriptions.

Over 70% of the principals recorded effective time management practices in dealing with the following aspects: setting annual performance goals, reviewing long range goals, listing and prioritising tasks to be performed, scheduling tasks and analyzing them, maintaining flexibility, analysing tasks, sorting out paper work, and in collaborating with others in the school. Poor time management practices were particularly recorded by more than 50% of the principals on procrastination, management of time in business trips, keeping records of how time was spent, managing accidental crisis, punctual but strenuous task completion and in handling simple as compared to complex tasks.

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The study concluded that time management practices have an impact on school management, realization of individual and organizational objectives and can create harmony or conflict between individual and organizational interests. The study recommended introduction of a time management course in the teacher-training curriculum. It also recommended seminars, workshops and refresher courses to equip principals with knowledge, skills and attitude on proper time management practices. Immense flexibility, balancing time to perform various tasks and prioritizing tasks were also recommended for effective administrative task performance. Delegation of simple tasks to the subordinates, cooperation with them (subordinates) to avoid

overburdening oneself was also recommended. The final recommendation was that the principals should set aside discretionary time from response time.

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LIST OF ABBREVIATIONS

A.T.S.	Approved Teacher Status.
D. E. O.	District Education Officer
K C S E	Kenya Certificate of Secondary Education
MOEST	Ministry of Education, Science and Technology
PTA	Parents-Teachers Association
SPSS	Statistical Package for Social Sciences

CHAPTER ONE

INTRODUCTION

Background to the Study

Barasa and Ngugi (1990), Omer (1996) and Okumbe (2001) have outlined the various responsibilities of a principal in Kenyan public secondary schools. The responsibilities, according to these scholars, involve the administration of curriculum and instruction, student personnel, school facilities, school finance, staff development, school community relations and evaluation. This is an enormous responsibility for an individual and requires enough time for the tasks to be effectively and efficiently performed (Drucker, 1982). Drucker (1982) has further stated that time is a resource that cannot be rented, hired, bought or even more of it be obtained. Stewart (1970) and Bass (1981) have reported that most managers (like secondary school principals) complain that they do not have enough time, especially for thinking and planning. It can therefore be concluded that the managers (principals) need to very carefully manage the time available to them in order to effectively and efficiently achieve the set objectives (Drucker, 1982).

Regarding the achievement of objectives, and therefore the effectiveness of the education system in Kenya, the most recent comprehensive study found that there is "inertia" (lack of effective development) in the education system (Republic of Kenya 1999, p.221). This report has attributed the ineffectiveness of education in Kenya to

systems of management, which are not capable of handling crisis and new challenges. The report has further recommended for a revolution in the education system, and that the revolution begin with education management. Time management is part and parcel of education management, and by implication, part of managerial activities that have not been effectively executed by educational managers, Secondary school principals among them. Drucker (1982) has pointed out that recurrent crises, for instance student unrest, drug abuse, poor examination performance, among others are symptoms of poor time management, which is responsible for solutions to problems being delayed.

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On the Kenyan educational management scene there are problems. One general problem with most secondary school principals is that they may not have had adequate training on school management and administration (Osure, 1996; World Bank, 1996; Omer, 1996; Republic of Kenya, 1999; Aduda, 2001; Odhiambo, 2001). If this is true, there are bound to be administrative problems, among them time management.

The fact that a court of law found the Board of Governors (BOG) of Bombolulu Girls High School as incompetent and unreliable for failing to meet two months after several students died in a fire in the school to discuss the possible cause of the fire is pointer to weakness of procrastination in management of time (Odhiambo, 2001). The Principal should have called for an emergency BOG executive Committee

Meeting to analyse the cause(s) of the fatal fire. At Kyanguli Secondary School, where students died in a similar fire an analyst blamed the tragedy on reactive administration. Mungai (2001) who studied teachers perception of bureaucratic and personality factors inhibiting their participation in formulating secondary schools' operational decisions, found that most principals were unable to spot problems in time and deal effectively with the same. One may conclude that this is partly the reason for reductive administration by some school principals. Mungai (2001) also found that part of the cause of the problems teachers had in their relationship with principals was that many of the principals delayed to implement previously agreed upon decisions.

Principals in Kenya were found to have distanced themselves from subordinates (Republic of Kenya, 1999). This survey blamed this on the hierarchical and bureaucratic structure in the school administrative system, which lacks clear communication channels, and which have been taken advantage of by some principals. The distance created by principals between them and their subordinates has several implications for effective and efficient accomplishment of school objectives. One likely result of such distance is that it is likely to cause poor delegation of duties in a school. If this is the case, the principal will end up doing duties that some of his or her subordinates should do and so cause work overload and stress on the principal's part (Hicks and Gullet, 1981). The other danger inherent in non-delegation is that the non-delegated tasks will tend to replace the really important work that

the manager (principal) should do and so delay the performance of important work (Hicks and Gullet 1981). Such misplacement of priorities will interfere with non-implementation of important school objectives in time, or possibly, cause them to be shelved for a very long time, and this is costly.

It has been found that many secondary school principals in Kenya are weak administrators (Republic of Kenya, 1999). It is possible that the poor performance by some of them is due to failure to know and to apply several time principles, among other administrative weaknesses. One principle is that in order to achieve the objectives faster, the manager should write down clear and detailed objectives of his or her job, (Stewart, 1970). Stewart (1970) found that managers fail when they simply work with general organizational objectives. The other principle is that the manager should find discretionary time and consolidates it (Hicks and Gullet, 1981). Discretionary time is the available time, which a manager can be alone to think and plan, and which should be increased. These scholars have further recommended that the managers should set deadlines for the most important activities, based on their discretionary time. They have further stated that managers should be ware of time wastage during their contact with other people for these do impinge on the managers' concentration and can contribute to managerial ineffectiveness. Stewart (1970) has cautioned managers against interrupting the subordinates too much since the latter have a job to perform too.

The other almost universal crisis in Kenyan public secondary schools, and which mismanagement of time by principals is likely to be contributing to is that of indiscipline, especially strike (Githinji, 2001; Ogodo, 2001). The two observed that fifty secondary schools had gone on strike within the first half of 2001. Another observer blames principals on student unrest (Kiaye, 2001). Problems with student unrest necessitated the Kenya government to set up a task force to study the causes of student indiscipline in secondary schools, (Waihenya, 2001; Republic of Kenya, 2001). Among the recommendation of the task force was that school rules should be reviewed from time to time. This implies that some principals have either delayed too much to review the rules or have failed to do so completely, thus failing to cope with change and causing discontent among students.

A case of time wasting and misplaced priorities is that some principals, whose schools had gone on strike, are operating their own private schools (Aduda, 2001). Aduda (2001) has further stated that such action is against teachers' code of regulation of conduct.

Statement of the Problem

As the background to the proposed study has demonstrated, there is inertia in the education system in Kenya and the revolution required should start with educational management (Republic of Kenya, 1999). The problem with educational management includes that of time

management. Secondary school principals have been found to exhibit the weakness of procrastination (Odhiambo, 2001). They have also been found to be unable to spot and deal effectively with problems and therefore being reactive rather than proactive administrators (Ngumo, 2001). Mungai (2001) also found that they paid lip service to previously agreed decisions, and this had caused friction between them and the teachers. The principals have been found to have distanced themselves from subordinates, an action which is likely to have caused work overload for them, thereby affecting the effective and efficient achievement of educational objectives (Republic of Kenya, 1999). The Principals have poor background of training in educational management and administration (Osure, 1996; World Bank, 1996; Omer, 1996; Republic of Kenya, 1999; Aduda, 2001; Odhiambo, 2001).

The managerial and administrative problems outlined above cannot really fail to feature, to some extent, in Uasin Gishu District except if proved otherwise through research. Cognisance should be taken of the fact that most secondary school principals in Kenya have similar training background in educational management and administration and do administer the schools in significantly similar ways (Odhiambo, 2001). The study by Odhiambo was carried out within Uasin Gishu District. Furthermore, Uasin Gishu District secondary schools perform poorly in national examinations (Odhiambo 2001). Poor performance in examination is one indicator of ineffectiveness in educational management and administration. In Uasin Gishu District for

the last eleven years, poor examination performance is likely to have been caused by principals taking valuable time engaging in unnecessary work leading to failure in pursuing the right objectives as well as making unbalanced division of time that could have been used in planning and coordinating school activities.

Several studies have been done on educational management and administration. Some have laid emphasize on decision- making (Njoka, 1985; Mungai 2001). Another has focused on discipline (Muchiri, 1998). Yet others have concentrated on Board of Governors and PTA relationships (Osure, 1996; Odhiambo. 2001). Only one of these studies (Odhiambo, 2001) was carried out within Uasin Gishu district. None of these studies had time management as its subject of focus. Furthermore, there are no local studies known, in Kenya so far, as time management in the context of educational administration and management. The proposed study will therefore pioneer locally, in studying time management practices by public secondary school principals in Uasin Gishu District.

Purpose of the Study

The purpose of the study was to investigate the factors influencing the principals' time management practices in their administration of public secondary schools in Uasin Gishu District. This involved finding out how the principals spent their working hours. This was done by examining the factors affecting how principals divided their time in attending to curriculum and instruction; student personnel

management; staff personnel management, management of physical facilities and financial and business management; school community relations and evaluation by attempting to reduce the abstraction by various time consuming factors. Investigation of the content of the principals' work was also done. Further, an investigation of the contact time between the principals and other people was done. Finally, an investigation of how the principals organized their time, according to priorities, was done.

Objectives of the Study

The study sought to achieve the following objectives:

1. To investigate the factors that influence principals' time management practices.
2. To establish the extent to which each factor enhances or inhibits time management practices among the principals.
3. To establish the probable impact that time management practices can have on school administration effectiveness and consequently on students' examination performance.

Research Questions

The study was guided by the following research questions:

1. What are factors that influence principals' time management practices?
2. To what extent does each factor enhance or inhibit time management practices among the principals?
3. What is the probable impact that principals' time management practices can have on school administration effectiveness and on students' examination performance?

Significance of the Study

The study has availed information on how principals divide their time in attending to various aspects of the administrative role. It has also given information on the content of principals' work. It has further given information on the contact time between principals and other people. It has finally given information on how principals organise their time, according to priorities. The information availed by the study will enable principals to reflect upon their work and its organization in terms of time. This will enable the principals to realize their mistakes. This realization will motivate the principals to make efforts towards working more methodically, allocating work priorities, and delegating accordingly. The information availed by the study will assist education authorities to develop a clear and concise conceptualisation of the secondary school principals job description and job specification. This

will result in the relevant authorities' more comprehensive understanding of the right characteristic required of the post of principal and the duties and responsibilities the job entails.

The information availed by the study will also assist teacher trainers and trainees in understanding the practical nature of school administration from the point of view of time management. This will enhance the quality of training of teachers on school administration. The study has filled the knowledge gap that exists, and pointed the way forward for research on this aspect of secondary school management.

Limitations of the Study

The study was limited in two ways in regard to data collection. One was that the respondents' estimates on how they spent their time may have been to some extent flawed. Secondly, the time management profile is time consuming. It therefore makes great time demands on the respondents.

Delimitations of the Study

The study was delimited in a number of ways. One was that it was conducted only in Uasin Gishu District, on public secondary schools and exclusively involved the principals. On time management, the study focused only on Principals' allocation of time to various aspects of their administrative roles; the content of the principals' work;

their contact time with other people and how they organise their time, according to priorities

Definitions of Significant Terms

- Job description:** Refers to an organized, factual statement of the duties and responsibilities of a secondary school principal's job.
- Job specification:** Refers to a statement of a minimum acceptable human quality necessary to perform the secondary school principal's job appropriately.
- Public secondary school:** Refers to government second cycle schools.

Organization of the Study

Chapter one of the study consists of background to the proposed study: the problem and the purpose of the study, the objectives, research questions, significance of the study and its limitations. It also contains definitions of significant terms and the organization of the study.

Chapter two of the study contains literature review. It concentrates on time management and attributes of time management. It is discussed under the following subtopics: time management, goals and priorities, delegation, balancing of time and interruptions in relation to their influence on time management.

Chapter three of the study constitutes the research methodology. The issues discussed are research designs, target population, sample and sampling procedure. The other issues discussed are research instrument, validity and reliability of the instrument. The Chapter concludes with a discussion on data collection procedures and data analysis techniques.

Chapter four of the study covers data analysis and is divided into four sections. The first section of data analysis deals with a description and discussion on how principals divide their time in attending to the various aspects of their administrative role. Section two deals with a discussion on the content of principals' work. The third section deals with a discussion of the contact between principals and other people.

Section four deals with a discussion on how Principals organize their time according to priorities.

Chapter five of the study constitutes a summary of the study. It presents a summary of the findings of the study and deals with conclusions of the study. It further deals with the recommendations of the study and suggestions for further research.

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CHAPTER TWO

LITERATURE REVIEW

The literature review is organized around time management and factors influencing time management. The review is subdivided into the following sub-topics: priorities and other attributes in time management; scheduling of tasks and other dimensions of time management; stress and other attributes in time management; balancing of time in organizational management; interruptions and other dimensions of time management.

Time Management

Hicks and Gulletts (1981) have described time as a significant factor in the accomplishment of many if not most, of the objectives that man has set to achieve in his enterprises. They have further stated that the effectiveness of a given organization, like a secondary school, is determined by how well the organization's objectives are being achieved. Drucker (1982) has pointed out that every activity requires time, and that all work takes place in time and uses time. Drucker (1982) sees time as a unique resource that cannot be rented, hired, bought or even more of it be obtained. He further states time has no marginal utility curve. Is totally perishable, cannot be stored, and has no substitute. According to Johns (1999), time is irreplaceable and once today is finished, it cannot be reused.

Planning Aspect and other Attributes in Time Management

Bass (1981) has stated that the sense of being overworked is a common executive response. He has referred also to an anonymous survey (1968) which found that seventy percent of the executive subjects felt that they did not have enough time for thinking and planning. In her study of the similarities and differences in the ways managers spend their time, Stewart (1970) has pointed out that many managers complain that they do not have enough time. She has observed that lack of enough time for the managers may be due to the fact that the managers have too much to do. She has further pointed out that this could be due to the fact that their job is a highly fragmented one such that they have few opportunities to catch up with tasks that require more thought. She has also stated that this could be due to poor organization of the Manager's work. She asserted that good organization reduces the amount of fragmentation.

In view of the foregoing, the principal's job, as outlined in the introduction to this chapter, is enormous. The manager's job is also varied both in terms of the span of different tasks he is required to perform as well as the various skills required to perform the tasks (Stewart, 1970). She also pointed out that managers jobs are also varied in terms of place(s) they work in and the people the managers are in contact with on the job. Discussing the planning by busy

executives, like the school principals, Drucker (1982) has stated that the tendency is usually to start with planning one's work. He has stated that this sounds plausible but the only snag in this approach is that the plans always remain on paper merely as good intentions, which seldom translate into achievement. Regarding the effectiveness of the education system in Kenya, a recent survey (Republic of Kenya, 1999) found out that there is "inertia" (lack of effective development) in the education system. The study found that the inertia was mainly due to the systems of management, which are incapable of dealing with crisis and new challenges. The study recommended that there is need for revolution in education, and it is with educational management that a new beginning should start. It is therefore clear that, on the whole, educational management in Kenyan schools is not significantly effective. Drucker has pointed out that effective executives do not start with planning their time, not their tasks, by finding where their time actually goes. He further proposes that this should be followed by an attempt to manage their time and cut back unproductive demands on the executives' time.

Hicks and Gullet (1981) found the following to be one characteristics of the managers in industrial organizations: that the managers are mostly concerned with planned and unplanned events that consume their available time. The problems with the managers' time management were found to be mainly due to telephone calls, visitors and incoming correspondence that dominate the manager's day

(Stewart, 1970). The implication from the foregoing statement by Drucker (1982) is that organizational objectives can be achieved only if the time available to the managers is carefully planned in order to avoid time wastage.

Goals and Priorities and other Components of Time Management

Douglass and Douglass (1994) assert that without goals, time management is like a hammer without a nail, and that with goals, time management becomes a magic key to success. Relating organizational objectives to the time element, Hicks and Gullet (1981) have observed that, practically nothing can be accomplished, instantaneously. They have gone on to explain that human activities in organizations can be related to some measurement of time. They have elaborated this by stating that the effectiveness of organizations can most understandably be expressed by measuring their objectives against a structure based on time, that is, by determining to what extent an organization is achieving its " immediate objectives, its attainable objectives and its visionary objectives"(p. 103). The attainable objectives, in this context, refer to those objectives, which can be realized with time that can be estimated. This is, for example, the stated objective(s) to be realized, within the four years of preparation for Kenya Certificate of Secondary Examination (KCSE). Immediate objectives mean those techniques, methods and innovations that are attainable and that have been reached, so become immediate. Visionary objectives are ultimate

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towards which the organization is moving, that is, the most desirable accomplishments for the organization. In the educational setting, these are, for example, the six national goals of education one of these being that education should foster national unity (Barasa and Ngugi, 1990).

Scheduling and other Components of Time Management

Hicks and Gullet (1981) observed that most managers agree that good management practices and effective time management should go together. This observation is further reinforced by Drucker (1982) who has stated that the executives know that in the achievement of organizational objectives, time is a limiting factor being the most scarce resource, which controls the output limits of any process. Drucker (1982) goes on to state that there are time demands on the executive, and the higher the executive is in the hierarchy, the more demands on the executive's time will the organization make. The Kenyan secondary school executive, the principal, has an enormous task that must therefore make a lot of time demands on him/her. For all these reasons, Drucker (1982) has concluded that with "the demands of the organization, the demands of people, the time demands of change and innovation, it will be increasingly very important for executives to be able to manage their time" (p.29). He has asserted that to manage one's time properly, it requires knowing where the time goes.

Drucker (1982) has, therefore, stated that the executive (principal) needs to carry out time diagnosis, since systematic time management requires one to find the non-productive, time-wasting activities and get rid of them, if one possibly can. To do this the executive (principal) need to individually record the actual time he or she has used, as he/she works, over a period of time (Stewart, 1970; Hicks and Gullet, 1981; Drucker, 1983). Drucker (1982) has further underscored the importance of this activity by stating that the difference between time use and time waste is effectiveness and results. The record of activities engaged in real working time, also known as the log is usually recorded by the executive or run for them by their secretaries. Hicks and Gulletts (1981) have stated that while keeping the log, the manager (principal) should think through and list the objectives of the job being performed. They have also stated that the managers should list the objectives of the job being performed, list activities that contribute to these objectives as well as determining the relative priority of these activities. Hicks and Gulletts (1981) have proposed that once the set period for the time log is complete, comparisons can be made between the way the manager(principal) thinks time should be ideally spent and the way it is actually being used. The manager should find out if there is a gap between the way time is used and the way it should be used. These scholars have recommended that the manager should, in the light of these experiences, re-think and re-work their schedule for

more effective time management. This, they have stated, is the trend through which the manager can start getting control of his or her time.

Stress and other Attributes in Time Management

As has been stated earlier there is time pressure on the managers. Hicks and Gullet (1981) have stated that the time pressure is partly due to the fact that managers find it difficult to delegate work that they feel they can do better themselves. This feeling, the two scholars have stated, is said to result from a "low tolerance for ambiguity" and so the manager does moment-by-movement supervision (p.15). The manager who does not delegate appropriately will perform tasks that the employees should be doing, the two have observed. Non-delegation, they have stated, leads to managers experiencing overload, resulting in stress. Marshall and Cooper (1979) who carried out a research on the sources of stress at work and its management found that overload was the most serious cause of pressure on managers.

The two researchers also found that some managers had a problem with learning to delegate and with adapting to managing rather than doing, as a result of their perceived incompetence of subordinates. As Hicks and Gullet (1981) had observed, in order to manage time appropriately, the manager should first identify the work that is to be delegated and train the employees to do it. Stewart (1970) found, from her study of how managers spend their time, that it is worth while, for managers, however busy and under pressure they are, to find time to

take stock of the way they work. This, she states, leads to effective organization of both what they do and how they do it. She states further that such examination must begin with one's job objectives.

Hicks and Gulleys (1981) have expressed that the job objectives must be clear and detailed so that the manager is aware what one should be doing to achieve the objectives, and this results in faster achievement of the objectives.

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Balancing Time in Organizational Management

Stewart (1970) has pointed out that one reason for managers' failure to effectively achieve set objectives is by unbalanced division of time between objectives. She therefore recommends that the manager should examine and see whether he has been neglecting any of his longer-term objectives. She further recommends that the manager should list all of them and then find out what he has done during the previous year to further each of them. The manager, while examining the content of his work should find out whether what he or she is doing is what he or she ought to do (Stewart, 1970). She further points out that the manager should set when each objective should be attended to. She has recommended that analysis of work content can be done by keeping a record of all the subjects that he or she is concerned with for some weeks, and how the manager came to be involved in them. Such a record helps the manager to find out whether he or she needed at all

to have been involved, and whether there was need for involvement at that stage or in so much detail.

Priorities and other Dimensions of Time Management

Stewart (1970) has stated that after a manager (principal) is satisfied with the content of his or her work, she or he should turn to the way he organizes his work and find out whether he can improve it. The manager should find out whether he or she organizes the workday and week, as far as possible, according to priorities or whether he or she tends to deal with each problem as it turns up without much reflection upon it. Hicks and Gullet (1981) have divided the time available to the manager into two major working units: discretionary time and response time. Discretionary time is that portion of the working day that the manager controls. According to Drucker (1982) the time that is discretionary is that which is available for the executive to tackle big tasks, which will really make a contribution to the achievement of organizational objectives Hicks and Gullet (1981) have recommended that there is need to increase discretionary time. Drucker (1982) has stressed this when he states that an effective executive knows that he needs large chunks' of discretionary time to do the work at a stretch without interruption (p.41).

In order to consolidate discretionary time Drucker (1982) has recommended that the manager should examine the time available from his or her business schedule. He has gone on to recommend that this

available time be estimated and all of it be put together and set aside continuously in the appropriate amount to be used by the manager as discretionary time. He has also recommended that if the manager finds out that other matters encroach on his or her discretionary time, the manager should scrutinize his or her record again and get rid of some time-demands caused by less productive activities. He has further recommended that that the manager should set deadlines for the most important activities, based on their discretionary time. The manager should therefore, according to Drucker (1982), keep two lists, one for urgent activities and the other for unwelcome things that have to be done.

Once discretionary time has been found and catered for the remaining time is response time. This according to Hicks and Gullet (1981), is the time the manager (principal) spends in reacting to others for information, decisions and opinions. They have pointed out that response time occupies the largest part of a manager's day. The response time is the contact time that the manager meets his subordinates and other

Contacts (Stewart, 1970) Dunham, (1995). Within the school organization the principal is also in contact with the members of Board of Governors (BOG). The Kenyan public secondary school principal has the following external contacts: parents; education officers; the community around the school; donors; politicians; customers (who buy products from school income generating activities or facilities); suppliers

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and members of the alumni association (if any). These contacts either involve the manager with one person or with a group of people in a meeting (Stewart, 1970; Drucker, 1982).

Interruptions and other Dimensions of Time Management

Stewart (1970) found two factors that determine the amount of time a manager spends with people. The first is the extent to which the manager is concerned with the general management of the business, in this case a school. This is actually the situation in a Kenyan secondary school where the principal is directly responsible for all activities in a school (Barasa and Ngugi, 1990; Omer, 1996; Okumbe, 2001). The second factor is the size of the organization. Stewart found that managers and senior officials in large companies tended to spend longer with managers in other departments (that is, equivalent of departmental heads in a secondary school). She also found that managers in companies with large numbers of personnel spent more time with other people than those in smaller companies. This may be the case with schools of varying populations of teachers, non-teaching staff and student personnel. She further found that heads of functions (principals) of large companies (secondary schools) tended to spend a higher proportion of their time in group discussions than their counterparts in smaller companies (secondary schools) probably

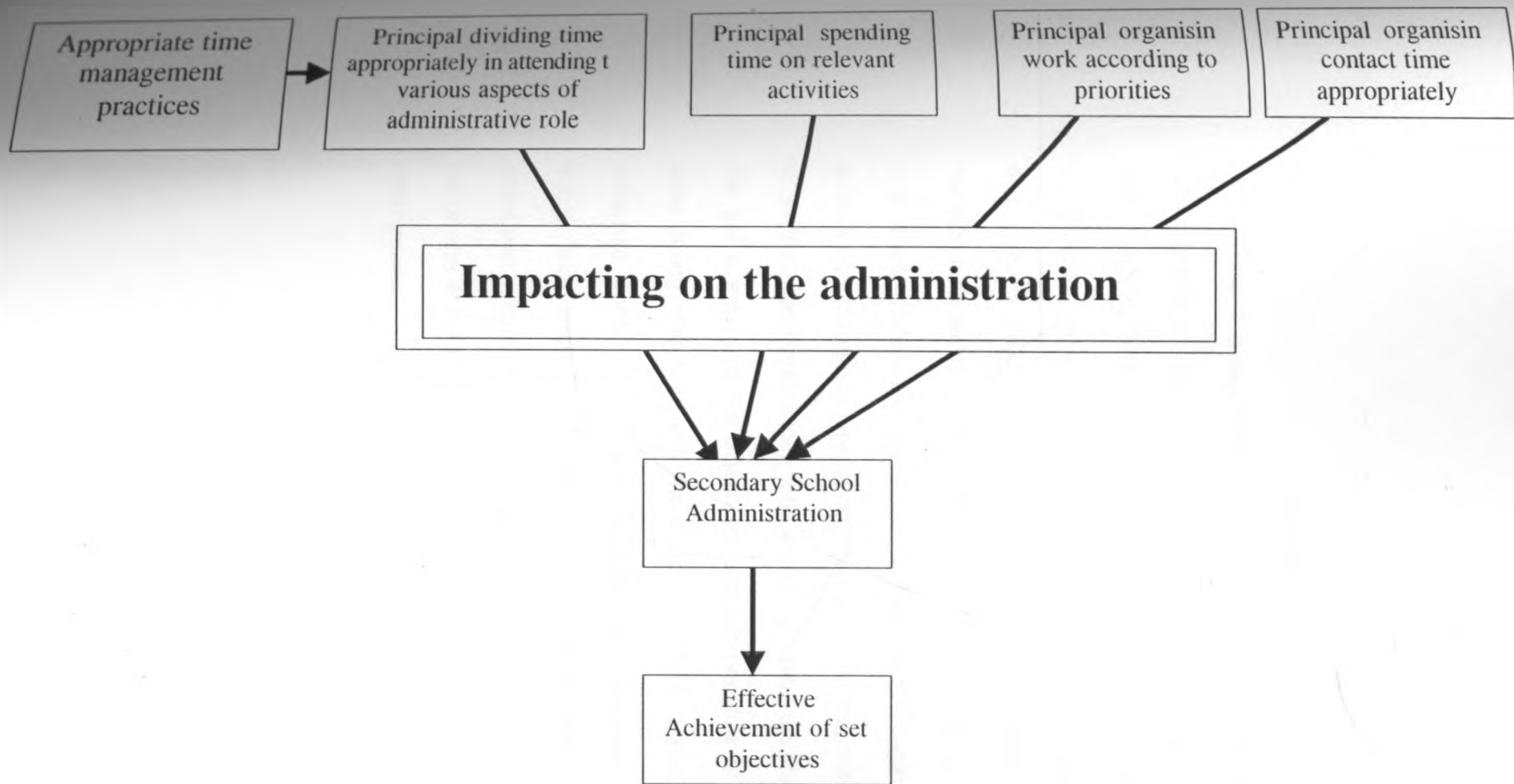
because of a greater need for discussions to co-ordinate the work of the various departments.

Drucker (1983) has stated that generally, visitors and other callers to manager's offices are in many cases time wasters. However, he states that there are some callers who can't be avoided for example, a minister calling for information or a friend calling just to discuss the previous night's pool game. These calls, he reports, go almost all day long. Such interruptions impinge on the manager's concentration and can contribute to ineffectiveness.

Stewart (1970) has recommended that the manager should find out whether his or her time with his or her subordinates is organized efficiently. She has stated that there are two opposing dangers for the manager, being too readily accessible or very unavailable. She has stated that the former is bad for the efficient organization of the manager's work, the latter is frustrating for his or her subordinates. She has recommended that the open-door policy should be practiced within specified hours. Drucker (1983) has stated that the manager's relationship with highly skilled workers (like teachers and others in the school organisation) is more time demanding than the relationship with a manual worker. He has stated that this is because it requires thinking over the worker's tasks as one can effectively assess their job performance.

Drucker (1983) has further pointed out that bosses also need advice and views of knowledge workers, especially successful ones, and that

this takes time. He has recommended that such sessions should be unhurried and not be interrupted. On the other hand, Stewart (1970) has cautioned that the managers should not disturb his or her subordinates every time they think of something for the subordinates too have a job to do. The conceptual framework overleaf is based on the literature review. It shows that appropriate time management results into effective achievement of set objectives in the secondary school context. Diagram I overleaf is the conceptual framework of the study.



A schematic representation of time management practices by public secondary school principals

Summary

Time is a significant factor in the accomplishment of most of man's activities. Research has revealed that managers express that they do not have enough time to do their work. This could be due to the fact that they have too much to do; that their job is too much fragmented and due to poor organisation. It has been stated that effective management starts with executives (principals) finding out where their time goes. It has also been stated that this investigation should be followed by managing time appropriately. To do this managers should know the objectives of their jobs as well as their activities that lead to the achievement of the objectives and the priorities of the activities. After doing this then the manager should re organise their work schedule appropriately. Such reorganization involves delegation of duties that should be performed by subordinates. The manager (principal) should also set aside discretionary time and consolidate it. He or she should also set aside response time, for use in contact with other people.

CHAPTER THREE

RESEARCH METHODOLOGY

The research methodology for this study was organized under the following sub-headings: research design, target population, sample and sampling procedures, research instrument, validity of the instrument and reliability of the instrument. Data collection procedures and analysis techniques are also discussed.

Research Design

This study used an ex-post factor design. According to Kerlinger (1983), this is systematic empirical enquiry in which the researcher (scientist) does not have direct control of independent variables because they are inherently not manipulable. Supporting the above observation, Charles (1988) contends that the cause which is the independent variable in ex-post facto research cannot be manipulated because it is genetically fixed (for example sex, age and race), circumstances do not allow manipulation (for example date of birth and place of birth) or the cause is culturally ingrained (for example language, values and customs).

An ex-post facto design was chosen for this study because it was not possible to manipulate the variables of the study like age, sex, administrative experience, and academic qualifications of the school principals. It was not also possible to manipulate school data such as school category, size and geographical location. In addition, the study

attempted to determine those factors that already had an influence on time management practices among school principals. These factors included performance goals, task prioritization, task analysis, administrative plans, scheduling of tasks, paper work and interruptions. Other factors included travel, procrastination, stress and balancing of time in task performance.

Target Population

The target population for this study included seventy (70) public secondary schools and hence seventy (70) public secondary school principals. Out of these seventy public secondary schools principals, forty-nine (49) were male and twenty one (21) were female. Hence, forty-nine (49) male principals and twenty one (21) female principals constituted the target population (Ministry of Education, 2001).

Sample and Sampling Procedure

The schools that participated in the study were selected using stratified random sampling to ensure that each category (stratum) had an equal chance of being represented. The number of schools according to the strata was as follows: boarding schools (12), day schools (18) and boarding and day schools (8). According to the sampling method proposed by Krejcie and Morgan (1970), in Mulusa (1988,P.86), the minimum number of principals required to participate in the study were ten (10). This subset of the target population should

however portray similar characteristics to the target population in all respects. This study however, employed 30 percent of the principals in the pilot study being eighteen (18) principals. The extra eight (8) principals were included to take care of the likely non-response among some subjects. The remaining forty-one (41) principals were expected to participate in the main study. However, only thirty-eight (38) principals returned statistically usable questionnaires which were used for the purposes of data analysis.

Research Instrument

The data pertaining to the principals' perception of the factors influencing their time management practices was gathered using a questionnaire. This questionnaire was adopted from the time management profile as provided by Douglass and Douglass (1993). However, part A of the questionnaire was modified by the researcher to suit the current study and was aimed at gathering demographic information from the respondents and the school data. This section was made up of seven (7) items and sought to gather data on principals' age, sex, academic qualifications, administrative experience, school size, category and geographical location.

Part B of the questionnaire gathered data on principals' perception of the factors influencing their time management practices. It was made up of eleven (11) time management dimensions in which each dimension had four statements against which the principals were

required to indicate whether they strongly agreed, agreed, undecided, disagreed or strongly disagreed with the given statements each of which represented a significant time management aspect. The scale was as follows:

- ◆ Strongly agreed (5)
- ◆ Agreed (4)
- ◆ Undecided (3)
- ◆ Disagreed (2)
- ◆ Strongly agreed (1)

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Their rating of the various time management components represented their perception of the extent to which each factor influenced their time management practices.

Validity of Instruments

To assess the reliability of the instrument, its validity as well as the language used in the data-gathering tool, a pre-test (pilot study) study was conducted on a population similar to the target population (Mulusa, 1988). Eighteen out of the seventy schools were piloted. Hence, eighteen principals took part in the pilot study by filling questionnaires that were personally administered by the researcher. After, the eighteen (18) respondents had completed filling the questionnaires, each item was discussed with them. This was aimed at establishing whether each item had been correctly worded and therefore free from misinterpretation when administered to the respondents in the main study. The results obtained from the main

study indicated that the instrument was free from ambiguity and misinterpretation. The researcher also consulted graduate research supervisors from the department of Educational Administration and Planning who indicated that the instrument was fit for soliciting the required information from the field.

Reliability of the Instrument

A test must be reliable for it to be valid. Therefore reliability is a very useful ingredient for a test to be valid. In this connection the split-half method is used to establish the coefficient of internal consistency. This method involved splitting the statements of a test into two halves (odd and even items). The odd-numbered items and even numbered items were placed in two sub-tests. Then the scores of the two sub-tests were compiled for each individual, and these two sets of scores were correlated (Roscoe, 1965). The correlation obtained nevertheless, represents the reliability of only half the test and because reliability is related to the strength of the test, a correction must be effected so as to obtain reliability of the entire test. This correction is usually effected using the Spearman Brown prophecy formulae stated as follows (Tuckman, 1978).

$$r_x = \frac{2r}{1+r} \quad \text{where:}$$

r_x - is the reliability of the original test, and

r - is the reliability coefficient resulting from correlating scores of the odd statements with the scores of the even statements.

The questionnaire items were listed from 1 to 11. Each item was divided into four (4) sub-items totaling to forty-four (44) items. Correlating both the odd and even numbered items produced a reliability coefficient of 0.96 (r). Hence, applying the spearman brown prophesy formulae, the reliability of the entire test was computed as follows:

$$\begin{aligned} r_x &= \frac{2r}{1+r} \\ &= \frac{2 \times 0.96}{1+0.96} = \frac{1.92}{1.96} = 0.979 = 0.98 \end{aligned}$$

Hence, the test was considered perfectly reliable since it was 0.98 which was very much inclined to the perfect correlation of 1. However, no single test can be considered absolutely valid or reliable.

Data Collection Procedure

Questionnaires were personally administered by the researcher for both the pilot and the main study. Authority to conduct research (research permit) was obtained from the Ministry of Education, Science and Technology (MOEST). Thereafter, the District Education Officer, Uasin Gishu District and Public secondary school principals were informed of the forthcoming study before its commencement. The selected schools were then visited and questionnaires administered to the school principals. These principals were assured of strict confidentiality in dealing with their responses.

It was expected that one month was enough time for the respondents (principals) to have filled the questionnaires. However, some had not completed this exercise even after the one month period. Two more weeks were added to this exercise to ensure that the principals duly completed filling the questionnaires. This necessitated subsequent visits to the schools. The filled questionnaires were then personally collected by the researcher to prevent the loss encountered through mailing. Out of the 41 principals, 38 returned statistically usable questionnaires representing 92.7% return rate.

Data Analysis

Editing was the first step in data analysis. This process involved inspection of the data to identify the items wrongly responded to, spelling mistakes in the responses and any blank spaces left unfilled by the respondents. The data was then classified according to age, sex, academic qualifications, administrative experience, school size category and geographical location. The categorized data was then coded and transferred to a computer sheet that had been prepared by the researcher under the assistance of an experience social scientist.

In coding, the factor items were scored from a five (5) point Likert scale: 'strongly agree' had a score of five, 'agree' four, 'undecided' three, 'disagree' two and 'strongly disagree' one. This analysis was facilitated by organization of the data pieces into frequency distributions. This process allowed the researcher to condense all the

information so that it could make some sense. Percentages constituted the predominant mode of data presentation.

CHAPTER FOUR
RESEARCH FINDINGS

DATA ANALYSIS AND RESEARCH

Analysis of the data collected in the field is covered in this chapter. The chapter is organized under two sections. Section one entails the analysis, interpretation and discussion of the demographic and other characteristics of the respondents and school data. The second section deals with a description and discussion of the extent to which various factors influenced principals' time management practices in attending to the various aspects of their administrative roles.

Demographic Characteristics of Respondents and School Data

In this section, a summary of the distribution of school principals by their demographic characteristics is presented. These characteristics include sex, age, professional (administrative) experience and academic qualifications. School data has also been presented in relation to its size (number of streams), category (day, boarding or day and boarding) and geographical location (rural or urban).

School Principals' Sex

A summary of the distribution of school principals by sex is shown in Table 2 (page 29).

Table 1

School Principals Categorized by Gender

Sex	Number	Percent
Male	29	76.3
Female	9	23.7
Total	38	100.0

In total, 38 respondents took part in this study 29 of who were male while 9 were female. This major imbalance in gender representation can be explained from two perspectives. First, this is a reflection of the under-representation of the female at all levels of education, training and in employment. The number of female reduces as one moves up the ladder in education and employment due to the cultural bias against the girl child experienced early in life. The other explanation is related to matrimonial considerations. Uasin Gishu District is predominantly rural. Hence, most female school principals may have sought transfers to join their husbands who could be working in major cities in Kenya.

School Principals' Age

Table 2 presents a summary of the distribution of school principals by age.

Table 2

School Principals Categorized by Age

Age in Years	Frequency	Percent
31-40	20	52.7
42-50	14	36.8
Over 51	4	10.5
Total	38	100.0

Most school principals (20) fell within the 31-40 age bracket, followed by 14 principals who fell within the 42-50 age bracket. Only 4 school principals were over 51 years of age. Hence, the average age of all the school principals was 44 years.

The dominance of relatively younger teachers (20) within the 31-40 age bracket can also be explained from two perspectives. First, Uasin Gishu district is one of those regions characterized by post-independence establishment of settlement schemes. Hence, many schools may have been built through the "harambee spirit" and are relatively recent. Their establishment was probably aimed at accommodating the increasing rural population. Older principals may have joined better paying jobs either in the formal or informal sectors.

Administrative Experience of the Principals

A summary of the distribution of school principals by their administrative experience is shown in Table 3.

Table 3

School Principals Categorized by Administrative Experience

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Administrative Experience In Years	Frequency	Percent
1-5	2	5.3
6-10	11	28.9
11-20	19	50.0
21-30	6	15.8
Total	38	100.0

From table 3, it is evidently clear that the age of school principals compared favourably with their administrative experience. Only 2 principals (5.3%) had between 1 and 5 years experience, 11 principals (28.9%) had an experience of 6-10 years while most of the school principals had an administrative experience of between 21 and 30 years. It can therefore be deduced that principals of Secondary schools in Uasin Gishu District are generally very experienced. Withdrawal of donor funding and the economic complexities emerging from the structural Adjustment Programs (SAPS) hence freezing recruitment of young Bachelor of Education degree graduates could be attributed to the existence of very few principals with less than 6 years administrative experience. If Kenya's rural areas were well economically endowed, new schools would have been established and consequently leading to promotion of "younger" classroom teachers into school principal ship.

Academic Qualifications of School Principals

Table 4 shows a summary of the distribution of school principals by their academic qualifications.

Table 4

School Principals Categorized by Academic Qualifications

Academic Qualification	Frequency	Percent
Master of Education (Med)	4	10.5
PGDE	2	5.3
B.Ed	24	63.2
Diploma in Education	7	18.4
ATS*	1	2.6
Total	38	100.0

Twenty-four school principals (10.5%) had a Bachelor of Education degree, six principals (15.8%) had a Masters degree, 4 in education and 2 in science, while 7 of the high school principals had a diploma in Education. It is only one head teacher who had been promoted to the "Approved Graduate Status (ATS). It can therefore be concluded that school principals in Uasin Gishu Secondary schools are relatively highly qualified. The fact that only 6 principals had Masters' degrees can be explained from two perspectives. First the nature of principals' administrative work is so demanding that they could not have been in a position to pursue studies and at the same time effectively perform their administrative duties. It is only recently that the education system in Kenya was liberalized to allow prospective students to be in a position to work and at the same time study especially through Nairobi

University's School-Based Programmes. The Teachers Service Commission has also been reluctant to give paid leave to students even those pursuing education related graduate courses, discouraging teachers from pursuing further studies. It is only recently that this was reviewed so that students pursuing education related programmes could now get full paid study leave. Bachelor of Education holders dominated among the subjects because it was those trained teachers with an inclination on education and with adequate experience who got promotion to school headship. In spite of deployment of Diploma in Education (Arts) holders to Primary schools, diploma holders in science and technical subjects could have been retained in secondary schools probably due to their long experience and therefore retained their principal ship.

School Size and Category

A summary of the district of school principals by the size of school is shown in Table 5.

Table 5

Schools Categorized by size

Size (Number of Streams)	Frequency	Percent
1 Stream	22	59.5
2 Streams	11	28.9
3 Streams	5	13.2
Total	38	100.0

Table 5 shows that 22 schools (59.5%) were single stream, 11 schools (28.9%) were double streamed while the other 5 school (13.2%) had three streams each. As earlier stated, most schools in predominantly rural areas are recent establishments and thus small in size. This is in contrast to urban schools that must cater for an ever increasing population through natural increase (birth) and rural-urban migration. It is the rural areas that suffer most from this migration. It is most probable that among the six (6) three streamed schools, most could have been located in the Urban areas. This is reflected in the data on geographical location of schools in which out of the 38 schools, only 8 schools (21.1%) were in urban areas while the remaining 30 schools (78.9%) were in rural areas with the former being larger in size than the latter.

School Category

Table 6 shows a summary of the distribution of schools by category.

Table 6

Schools as Categorized by Category

School Category	Frequency	Percent
Boarding	12	31.6
Boarding and day	8	21.1
Day	18	47.3
Total	38	100.0

It can be observed in Table 6 that 18 schools (47.3%) were day schools, 12 schools (31.6%) were boarding schools while the rest 8 schools (21.1%) were both day and boarding. This indicates a general predominance of day schools. The post independence "harambee" day secondary schools were constructed in the neighbourhood of primary schools to cater for the primary graduates who did not get places in the few established National boarding schools. Moreover, rural inhabitants are relatively poor making it impossible for them to educate their children in boarding schools due to the related high cost of schooling in such schools. Just in the event of thinking to join hands to establish a school, they would choose to establish the cheaper day schools where their children can easily be accommodated. Children in the rural areas also provide and perform domestic and farm chores in the evenings and over the weekends regarded highly by their parents. Parents would thus vote for day schools and participate in constitution of the same to ensure that cheap labour from their children is not withdrawn from them. Boarding students are only available at home during the school holidays, which may be considered inadequate time by their parents to perform those roles. However, children participation in domestic and farm labour denies them time to read consequently leading to poor examination performance a phenomenon generally associated with day schools.

Geographical Location of the Schools

A summary of the distribution of schools by geographical location is shown in Table 7.

Table 7

Schools Principals Categorized by Schools' Geographical Location

Schools' Geographical Location	Frequency	Percent
Urban	8	21.1
Rural	30	78.9
Total	38	100.0

Out of the 38 schools studied, 8 schools (21.1%) were Urban while the rest 30 schools (78.9%) were rural. It is not surprising since Uasin Gishu District is predominantly rural and the process of urbanization may take time to accelerate. It is expected that farmers in the rural District would establish schools near their farms not to inconvenience their children. The few urban inhabitants must also require rural communities who constitute a majority.

Time Management And Related Administrative Aspects

This section presents a discussion of the extent to which various attributes influence principals' time management practices. It is divided into the following subtopics:

1. Performance goals
2. Task prioritisation
3. Task analysis

4. Administrative plans
5. Scheduling of tasks
6. Paper work
7. Interruptions
8. Travelling and task performance
9. Procrastination
10. Stress and task performance
11. Balancing time in task performance

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In this section, headteachers (principals) were required to indicate whether they strongly agreed (SA), mildly agreed (MA), Undecided (U), strongly disagree (SD) or mildly disagreed (MD) with the given statements on time management aspects. Analysis involved a clear and critical observation of whether their responses were inclined towards the positive (+ve)-agreement, or negative (-ve)-disagreement, with the given statements to enable the researcher to gauge whether they were good time managers or not and what this would imply on both teachers' professional and students' examination performance.

Performance Goals And Time Management Practices

The principals were required to indicate how they managed their time and other related aspects to realize both the short and term and long term goals. Nearly 84% of the principals agreed that they wrote

annual performance goals for their job. However, nearly 8% disagreed they ever wrote annual performance goals while only three schools principals were undecided. This is an indication that most headteachers (84%) are aware of the importance of writing annual performance goals thanks to their high professional and academic qualifications. Well spelt, development and academic goals lead to the realization of the same. However, some schools are run without properly defined goals as indicated by 8% of the principals which could be the reasons behind misappropriation of funds, indiscipline and poor academic performance in some schools.

Equal proportions of principals either strongly agreed (39.5%) or mildly agreed (39.5%) that they kept a master list of all the smaller jobs and assignments that needed to be handled within a short period of time. Nevertheless, 1 principal (2.6%) and other 3 others (7.9%) mildly disagree or strongly disagreed respectively that they kept the master list. Another 4 principals indicated that they were undecided on this particular aspect. A master list of tasks, whether major or minor, to be performed is significant as it serves as a reminder of what the principal is expected to do. This seems a time management factor that most head teachers (79%) did excellently. This list is vital as it enables principals to facilitate achievement of school development and academic goals. Few organizational problems that can have an adverse effect on a learning institution emanate from lack of master listing the smaller but important tasks.

Review of long-range goals was done by 4 principals (10.5%) and 21 principals (55.3%) others who strongly agreed and mildly agreed respectively that they performed this important task. However, equal proportions of the principals (13.2% and 13.2%) strongly and mildly disagreed that they ever reviewed long-range goals. Three percent of the principals were undecided on this matter.

In addition, nearly 79% and 16% of the principals strongly agreed or mildly agreed respectively, that they critically evaluated whether actions would help them achieve their goals. Twenty one percent of the principals and seven percent of them strongly disagreed and mildly disagreed respectively that they never critically evaluated whether their actions would help them achieve their goals. One (1) principal was undecided on this particular issue. It can thus be generally concluded that headteachers in Uasin Gishu District Secondary schools are good time managers on matters related to school goals and objectives in view of the proportions.

Table 8

Principals as Categorized by how they Rated Goal Related Tasks

Goal Related Task	SCALE									
	SA		MA		U		MD		SD	
	No	%	No	%	No	%	No	%	No	%
Writing of the Annual Performance Goals	16	42.1	16	42.1	3	7.9	1	2.6	2	5.3
Keeping master list of Small Jobs and Assignment	15	39.5	15	39.5	4	10.5	1	2.6	3	7.9
Reviewing Long Range Goals	4	10.5	21	55.3	3	7.9	5	13.2	5	13.2
Critical evaluation of whether one's actions would help to achieve goals	30	78.9	6	15.8	1	2.6	0	0	1	2.6

Time Management and Priorities

Each school administrator has a range of competing and conflicting administrative tasks that have to be performed. The school principals were required to indicate how they managed time and performed tasks according to the order of priority (what to start with and what to end with). Surprisingly enough, it seems that most principals have a lot of workload each day that they do not start the day with a cup of coffee, conversation or by reading a newspaper. Twenty-one principals (55.3%) and other 7 principals (18.4%) respectively strongly and mildly disagreed that they leisurely start the day. However, 4 principals (10.5%) and 3 others (7.9%) respectively strongly agreed and mildly agreed that they start the day with a cup of coffee, conversation or by reading a newspaper. However, this does not mean that the 7

principals (18.4%) are poor time managers but may imply that they start their day at a low tone but end at a higher tone. Three principals ((7.9%) were undecided on this particular aspect.

In relation to prioritisation of activities and various jobs, 27 principals (71.1%) and 8 others (21.1%) respectively strongly agreed and mildly agreed that they actually prioritized activities in order of importance. However, only 2 principals (5.3%) never prioritised their activities in order of importance since they disagreed strongly with this particular aspect. One principal (2.6%) was however undecided. This implies that in most schools in Uasin Gishu District, school administrative tasks are promptly performed since prioritisation ensures that the urgent tasks are performed first, followed by the less urgent task. This can reduce organizational conflict and can ensure harmony between managers and subordinates in any institution.

Moreover, 12 principals (31.6%) strongly agreed that they tended to do the easy jobs first, followed by 7 principals (18.4%) who mildly agreed on this particular aspect. Nevertheless, 8 principals (21.1%) strongly disagreed that they tended to do the easy jobs first, followed by 7 principals (18.4%) who mildly disagreed on this particular aspect. Four principals (10.5%) were undecided. Its not surprising that most principals (50%) tended to do the simple jobs first and ended in doing the difficult jobs, which involve a lot of thinking and need adequate time if a solution is to be found. It would be unwise to spend a lot of time solving a complex problem and leave easy administrative matters

pending. If a number of easy administrative task are left unsolved, then they will constitute a difficult and complex problem.

Eight principals (21.1%) and 13 others (34.2%) respectively strongly and mildly agreed that constantly switching priorities was a big problem on their jobs. Four principals (10.5%) were undecided on this particular aspect. The data indicates extremities on both sides of the divide, that is, the positive divide (agreement) and negative divide (disagreement). It is however important for principals to be flexible in switching priorities since a matter that may have been given a first priority may cease to be urgent depending on various spatial and temporal circumstances.

Table 9

Principals' Rating of Priorities as an Aspect in Time Management

<u>Priority Attributes</u>	<u>Scale</u>									
	<u>SA</u>		<u>MA</u>		<u>U</u>		<u>MD</u>		<u>SD</u>	
	<u>No</u>	<u>%</u>	<u>No</u>	<u>%</u>	<u>No</u>	<u>%</u>	<u>No</u>	<u>%</u>	<u>No</u>	<u>%</u>
Start the day with coffee, conversation or reading a newspaper	4	10.5	3	7.9	3	7.9	7	18.4	21	55.3
Prioritising by various jobs and activities	27	71.1	1	21.1	1	2.6	0	0	2	5.3
Tend to do the quick, easy or enjoyable jobs first	12	31.6	4	18.4	4	10.5	7	18.4	8	21.3
Constantly switching priorities is my big problem on my job	8	21.1	4	34.2	4	10.5	5	13.2	8	21.1

Time Management And Analysis

Analysis is an important component in administration if one is to ensure proper time management. One analytical aspect is whether one keeps a record of how time is actually spent for a specific period of time. Eight principals (21.1%) and 7 others (18.4%) respectively strongly and mildly agreed that they kept record of how they spent their time. However, 10 principals (26.3%) and 10 others (26.3%) respectively strongly and mildly disagreed that they ever kept a record of how they spent their time. Three principals were however undecided regarding this particular attribute. Record keeping is one particular managerial aspect that many administrators ignore. Schools, for instance cannot avoid proper record keeping if they are to compare examination results in different years and try to improve future performance. One most ignored aspect is keeping record on how time is spent despite the fact that it can have an impact on students' academic performance and teachers' professional performance.

In addition, 16 principals (42.1%) and 19 others (50%) respectively strongly and mildly agreed that they constantly analysed everything they did in order to improve their performance. However, 2 principals (5.3%) mildly disagreed with this aspect while one of them (2.6%) was undecided. Without continuous "post mortem" of previous actions, one may not improve on future performance. This could be the reason why schools that constantly review all the factors that affect their

students' performance are able to improve the performance than schools that maintain "things are alright". Majority of principals in Uasin Gishu District Secondary schools (92.1%) however indicated that they were in constantly analysed administrative, instructional or academic performance.

Moreover, 23 principals (60.5%) and 7 others (18.4%) indicated that they, respectively, strongly or mildly agreed that they had to report early, stay late and take work home to get it all done. One principal was undecided. However, 3 principals (7.9%) and 4 others (10.5%) respectively strongly and mildly disagreed that they did so. It is not surprising that (78.9%) of the principals had to report early in the office, stay late and take work home to get it all done. The current 8-4-4 system of education is too demanding to school administrators, teachers and students that each and every one of them has to strain to meet their respective administrative, instructional and academic goals and objectives.

Furthermore, 6 principals (15.8%) and 15 others (39.5%) respectively strongly and mildly agreed that constantly recurring crisis take up too much of their time. Nevertheless, 10 principals (26.3%) and 4 others (10.5%) strongly and mildly disagreed respectively. The remaining 3 principals were undecided over the matter. In all organizations including educational institutions, the success of the administrators depends on how much he is a position to prevent or avert crisis. Hence, school principals would not mind spending most of

their time to avert a probable crisis, since it would be detrimental to school developmental goals. Table 11 shows principals' gauge of analysis as an important time management component.

Table 10

Principals' Rating of Analysis as a Time Management Component

Analytical Attributes	Scale									
	SA		MA		U		MD		SD	
	No	%	No	%	No	%	No	%	No	%
I keep record on how I spent my time for specified period	8	21.1	7	18.4	3	7.9	10	26.3	10	26.3
I constantly analyze everything I am doing and look for ways of improving my performance	16	42.1	19	50.0	1	2.6	2	5.3	0	0.0
I come early, stay late or take work home to get it all done	23	60.5	7	18.4	1	2.6	4	10.5	3	7.9
Constantly recurring crisis take up too much of my time.	6	15.8	15	39.5	3	7.9	4	10.5	10	26.3

Time Management and Planning

Planning is an important activity in the management of organizations. Planning for time available to perform various tasks is equally important. Twelve principals (31.6%) and 9 principals (23.7%) respectively strongly and mildly agreed that they wrote a to-do list every day. Five principals indicated indecisiveness on this aspect. However, 8 principals (21.1%) and 6 others (15.8%) strongly and mildly disagreed that they over wrote a to-do list everyday, respectively. This data implies that most principals (55.3%) were good time planners, and since every task is performed within a specific time frame, then work is done promptly and punctually, which may improve performance. It is quite unfortunate that (36.9%) of the principals were not guided by any list of daily activities they had to perform. This could create confusion and conflict.

In addition, most principals (57.9%) worked out a weekly plan that included specific goals, activities, priorities, and time estimates for each activity. This is encouraging since in a school setting, there are complex activities that can only be achieved through a carefully prepared schedule encompassing all the aforementioned components. However, 36.9% of the principals were indecisive regarding this matter. A principal who does not write a work plan is bound to perform poorly in his/her administrative duties.

Almost 84% of the principals met with other colleagues to coordinate plans, priorities and activities, which is very encouraging.

According to Mungai (2001), a school is a professional bureaucracy where collegial consultation should guide managerial principles. In such an atmosphere, people feel they own the institution and the decisions made and are therefore committed to the decision. This makes realization of the school objectives very easy. It is quite unfortunate that slightly above 13% of the school principals never consulted their colleagues. This implies autocracy that is detrimental in academic institutions and is despised by the advocates of democratic ideals. Only 1 principal (2.6%) was indecisive on this matter.

Moreover, most principals (86.9%) often thought they should get better organized. This is not very surprising since a perfect organization is an ideal that each person strives to achieve. Very few principals (13.2%) thought that they were organized. However, no one can claim to be excellently organized since newly recruited managers always change the ways things are done upon assuming office from former managers. Principals should realize that management is a process that needs to be continually learned through continuous updating of oneself especially in this dynamic era of technological revolution. Table11 shows principals' gauge of how they plan for their time.

Table 11

Principals' Rating of how they Planned for their Time

Planning attributes	Scale									
	SA		MA		U		MD		SD	
	No	%	No	%	No	%	No	%	No	%
I write out a to-do list every day	12	31.6	9	23.7	5	13.2	4	10.5	8	21.1
I write a weekly plan with specific goals, activities, priorities and time estimates for each activity	8	21.1	14	36.8	2	5.3	6	15.8	8	21.1
At least a week, I meet with others to coordinate plans, priorities and activities	20	52.6	12	31.6	1	2.6	3	7.9	2	5.3
I often think I should get better organized	25	65.8	8	21.1	0	0	3	7.9	2	5.3

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Time Management and Schedules

Most principals (94.7%) indicated that they scheduled a specific time each day for doing the most important tasks. One was undecided on this issue and another one (2.6%) mildly disagreed that he/she did so. This activity is important as it enables principals to allocate different amounts of time to various tasks according to the order of urgency and importance. This may reduce the backlog and ensure tasks are performed on time without haste. Nine principals (23.7%) and 10 others (26.3%) respectively strongly and mildly agreed that they often got distracted from their schedule and tended to jump from one task to another. However, 15 principals (39.4%) reported the contrary while 4 principals (10.5%) were undecided. Jumping from one task to another could be detrimental to any organization as it may cause both individual and organizational conflict. This portrays disorganization and may lead to the waste of valuable but scarce time.

Nearly 61% of the principals reported that everyday, they had a quiet time in order to concentrate on important work. Five principals (13.2%) were undecided on this matter. Undistracted concentration on a vital piece of work is important if work is to be completed and thoroughly done. Hence, 61% of the principals could be said to be thorough managers. Moreover, 33 principals (86.8%) indicated that they maintained flexibility by allowing time in their daily schedule for unexpected this. Three principals (7.9%) were undecided on this issue. The rest 2 principals (5.3%) indicated that they never spared anytime

for the unexpected. This is very dangerous since managers are forced to deviate from their plans as a result of the unexpected. A principal could for example cancel a visit to the provisional Director of Education due to an unexpected strike threat by the students. Table 12 shows principals' rating of scheduling as an element in time management.

Table 12

Scheduling and Time Management as Rated by the Principals

Scheduling Attributes	Scale									
	SA		MA		U		MD		SD	
	No	%	No	%	No	%	No	%	No	%
I schedule time each day to do most important tasks	23	60.5	13	34.2	1	2.6	1	2.6	0	0
I get distracted from schedule and tend to jump from task to task	9	23.7	10	26.3	4	10.5	4	10.5	11	28.9
Have quiet time everyday so I concentrate on important tasks	14	36.8	9	23.7	5	15.8	6	15.8	4	10.5
Maintain flexibility by sparing time for the unexpected	22	57.9	11	28.9	3	5.3	2	5.3	0	0

Time Management and Paper Work

A good proportion of principal's work involves paperwork that takes part of their time and constitutes an important element of their administrative work. Twenty-six principals (68.5%) indicated that they had a good systematic procedure for sorting out handling their paper work. This cannot be avoided since principals' have to write memos, notices and reminders for the smooth running of the school. Five principals reported indecisiveness on this matter. The rest 7 principals

(18.4%) indicated that they lacked a systematic procedure of handling and sorting out paper work. This may cause delays in communicating important matters and even can cause confusion as either teachers, parents or students “think of what next to do”. It may consequently hamper the smooth running of the school.

In addition, 29 principals (76.3%) reported that they looked for ways of eliminating, simplifying or improving their paper work. A letter that is to impress on the reader should be written and edited severally to ensure that it conveniently conveys the right information. Instances where clients have been misinformed through poorly done memos, letters and notices are common. Five principals (13.2%) were undecided on the matter while 2 principals (5.3%) and two others (5.3%) respectively strongly and mildly disagreed that they ever modified their paper work through elimination, simplification or improvement. This can cause a lot of disharmony since communication is a very vital managerial aspect (Mungai, 2001).

Moreover, 20 principals (52.6%) reported that they used a ticker file to maintain proper flow of paper work. This a very important managerial practice since proper filing ensures that one does not waste time looking for a document that he/she may have misplaced. It is quite disappointing that 10 principals (26.3%) reported indecisiveness on this important time management task. Eight principals (21%) nevertheless indicated that they never filed their paperwork. Such a proportion constitutes a group that wastes the valuable but scarce time resource

trying to locate misplaced documents. This is detrimental in their administrative practice.

Finally, nearly (58%) of the principals reported that their desks are rather cluttered with papers, 4 principals (10.5%) were undecided over the issue while the remaining 12 principals (31.6%) reported that papers were neatly arranged on their desks. A neatly arranged desk ensures that an item can be easily found and therefore time that would have been wasted looking for it is spared. Table 13 shows how principals gauge their ability to organize paper work to avoid time wastage.

Table 13

Principals' Rating of Paperwork Related Tasks in Relation to Time Management

Paper Work Attributes	Scale									
	SA		MA		U		MD		SD	
	No	%	No	%	No	%	No	%	No	%
Have Good Systematic Procedure for Sorting out and Handling Paperwork	8	21.1	18	47.4	5	13.2	7	18.2	0	0
Analyze my Paperwork and Find ways to Eliminate, Simplify or Improve	13	34.2	16	42.1	5	13.2	2	5.3	2	5.3
Use a tickler file to maintain proper flow of paperwork	9	23.7	11	28.9	10	26.3	4	10.5	4	10.5
My desk/work area is rather cluttered and should be neater	10	26.3	12	31.6	4	10.5	4	10.5	8	21.1

Time Management and Interruptions

Interruptions are inevitable in a work situation. Principals need to know how to handle interruptions to ensure that they do not lead to time wastage. Twenty-eight principals (73.7%) reported that they analyzed interruptions and systematically worked on reducing or eliminating them while 5 principals (13.2%) were undecided over this matter. This is quite impressive that the highest proportion of principals (73.7%) were in a position to manage interruptions to avoid time wastage since interruptions are inevitable. However, managing the inevitable and the unexpected calls for a lot of administrative experience.

Moreover, 27 principals (71.1%) indicated that they usually bunched items together and handled several things in one visit or call to avoid interrupting others during the day. Only 7 principals (18.4%) reported the contrary while 4 of them (10.5%) were undecided. Sometimes, extending activities for the whole day is interruptive since other school members at the administrative or operational levels are also in the process of carrying out their duties. Such an approach would ensure that things move in unison for the overall smooth running of the school that would consequently lead to effective realization of school goals and objectives.

Fifteen principals (39.5%) also reported that distractions and socializing often kept them from concentrating on their work contrary to

what was reported by 20 principals (52.6). Three principals (7.9%) were however, undecided over the issue. Interestingly, socialization is one important component since nobody exists in a vacuum. Organizations are made up of both the animate and inanimate. It is thus advisable for the principals to limit distractions and socializing depending on the extent to which it minimizes their concentration on their work.

Finally, 20 principals (52.6%) reported that interruptions were a big problem in their job contrary to what was reported by 14 principals (36.9%). Nevertheless, 4 principals were undecided on this issue. As reported earlier, the 8-4-4 system of education has a broad curriculum that constitutes an administrative, instructional and academic burden to principals, teachers and students respectively. Hence, any kind of interruption inhibiting the principal from reducing his/her task or emptying her in-tray is bound to be a problem. Table 14 shows how principals manage interruption to reduce time wastage.

Table 14

School Principals Rating of Time Management in Relation to Interruptions

Interruption Attributes	Scale									
	SA		MA		U		MD		SD	
	No	%	No	%	No	%	No	%	No	%
I analyze interruptions and systematically work to reduce or eliminate them	19	50.0	9	23.7	5	13.2	3	7.9	2	5.3
I bunch items together and handle several things in one visit/call not to interrupt others	8	21.1	19	50.0	4	10.5	4	10.5	3	7.9
Distraction/socializing prevent me from concentrating on my work	2	5.3	13	34.3	3	7.9	7	18.4	13	34.2
Interruptions are a big problem in my work	8	21.1	6	15.8	4	10.5	7	18.4	13	34.2

Time Management And Traveling

Travelling whether on individual (private) or official business is inevitable and consumes one's time. It is therefore imperative to minimize time wastage while on travel. Regarding travel, 24 principals (63.1%) reported that it was difficult to manage time well while on a business trip. Twelve principals (31.6%) however reported the contrary while 2 principals indicated indecisiveness on this matter. Trips are usually hectic and the unexpected incidents during travel could be the reason behind inability to manage time well by majority of the principals (63.1%). Travelling is tiring especially on rough roads in developing countries like Kenya and one may not be in a position to achieve much

in terms of task performance. Moreover, 31 principals (81.6%) indicated that they carefully planned their business trips and never travelled without a specific purpose. Six principals (15.8%) reported the contrary while one of them (2.6%) was undecided on the issue. This rating by most principals (81.6%) that they planned business trips and never travelled without a purpose reflects the busy situation in the work place. One would wonder how a principal who is overburdened by administrative duties would get time for leisure travel.

Most principals (84%) however negated the statement that they tended to eat and drink more while on a business trip while 16% of them consented. This is a very interesting observation. Most people are very sensitive regarding their eating and drinking habits. They fear being labelled regressive; a defence mechanism where one tends to do things that he might have missed early in life like over-eating or over-drinking. Hence, this particular item might have been affect by respondents' negative attitude towards over-drinking or over-eating (Mulusa, 1990)

Finally, most of the principals (55.3%) indicated that they tried to finish all the paper work from the trip before they got back to the office. Ten principals (16.3%) however reported the contrary while 7 of them (18.4%) indicated indecisiveness. As has been noted earlier, the examination system in Kenya encourages competitiveness rather than cooperation. Thus, principals also have diverse tasks (Barasa and Ngugi, 1990), which make it impossible for them to accomplish their

tasks in the normal working hours. Table 15 shows principals' rating of how they managed their travelling time.

Table 15

School Principals Rating of Time Management in Relation to Travel

Traveling Attributes	Scale									
	SA		MA		U		MD		SD	
	No	%	No	%	No	%	No	%	No	%
Its hard to manage time well on a business trip	11	28.9	13	34.2	2	5.3	5	13.2	7	18.4
I carefully plan my business trips and never travel without a specific purpose	27	71.1	4	10.5	1	2.6	5	13.2	1	2.6
I tend to eat and drink more when I am on a business trip	1	2.6	5	13.2	0	0	6	15.8	26	68.4
I try to finish all the paper work from the trip before I get back to office	6	15.8	15	39.5	7	18.4	4	10.5	6	15.8

Time Management And Procrastination

Principals' response to the procrastination element in time management is presented in this subsection. Fifty-five percent of the principals indicated that they often put off tasks that are unpleasant for them while slightly above 39% of the principals indicated the contrary. Three principals recorded indecisiveness on this issue. The fact that majority of principals (55%) put off unpleasant task is quite worrying considering that not all administrative tasks are pleasant to various managers. Since every management task irrespective of how pleasant or unpleasant it is needs to be performed, it is unprofessional to put off

the unpleasant ones. This might adversely impede achievement of school goals and objectives, especially good examination performance among students.

Other than putting off unpleasant tasks, 13 principals (34.2%) indicated that they tended to wait until the last minute to get started on things while 22 of them (57.9%) reported the contrary. Three were however undecided. This is what has always been blamed on institutional management being reactive rather than proactive to prevent occurrence or recurrence of a crisis. It would be unwise for a school principal to try to stop a strike rather than identifying the causes and preventing it from happening. It is encouraging that most of the principals (57.9%) indicated proactive rather than reactive management.

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Often, 18 principals (47.4%) had to wait for the right mood or time to tackle the creative work while another 18 of them (47.4%) reported the contrary. Two principals (5.3%) reported indecisiveness on this matter. Creativity requires a lot of concentration and the right mood would be the best condition for one to be creative. However, some of the principals were subjected to needy tasks that called for urgent creativity irrespective of their mood.

Finally, most principals (60.5%) were often worried about making the wrong decisions while 14 of them (36.9%) were never worried. Only one was undecided on this matter. Majority of the principals (60.5%) had reasons to worry considering that they were to be held responsible

or accountable for anything that goes wrong in the school. The Teachers Service Commission entrusts the principal with the running of the school (Baraza and Ngugi, 1990) and therefore principals had to be responsible managers whatever the cost (Mungai, 2001). Table 16 shows how principals responded to procrastination in time management.

Table 16

School Principals Rating of Time Management in Relation to Procrastination

Procrastination Attributes	Scale									
	SA		MA		U		MD		SD	
	No	%	No	%	No	%	No	%	No	%
I put off unpleasant work/tasks	10	26.3	11	28.9	2	5.3	4	10.5	11	28.9
I wait until the last minute to get started on things	7	18.4	6	15.8	3	7.9	8	21.1	14	36.8
I often have to wait for the right mood or time to tackle creative work	8	21.1	10	26.3	2	5.3	8	21.1	10	26.3
I often worry about making the wrong decisions	9	23.7	14	36.8	1	2.6	6	15.8	8	21.1

Time Management And Stress

Handling of stress is very important since it contributes to time wastage. Eighteen principals (47.3%) indicated that they laughed a lot and had a really good time both at work and at home. Nevertheless, 15 principals (39.5%) reported the contrary. Two principals (5.3%) reported indecisiveness on this issue. As stated by organ and Bateman (1991), stress may lead to loss of time, which would have been used in

performance of vital tasks. Since stress sometimes emanate from work, it is important for principals to try to minimize its effects on their productivity.

Moreover, 16 principals (42.1%) reported that people often told them to slow down or relax contrary to what 18 principals (47.4%) felt. Only one principal regarding this issue reported indecisiveness. It is always important for principals to relax since continuous work without rest contributes greatly to stress. They should set a side some time for rest or engage in another less strenuous activity as "work without play makes Jack a dull boy"

Another 61% of the principals indicated that they usually got plenty of sleep, exercised regularly and ate health foods. Nine principals (23.7%) nevertheless, reported the contrary while 3 of them (7.9%) were undecided. This is a very important thing. One needs enough sleep, exercise and a balanced diet to break the monotonous work routine. Administrative work is actually bound to cause stress, tension and pressure. However, a good administrator should not have trouble handling it. Probably the most challenging issue among principals is that being parents, a combination of administrative tasks and matrimonial duties can actually be quite challenging. Table 17 shows principals rating of how they managed/handled stress.

Table 17

School Principals Rating of Time Management in Relation to stress

Stress Attributes	Scale									
	SA		MA		U		MD		SD	
	No	%	No	%	No	%	No	%	No	%
I laugh a lot and have a good time both at home and at work	7	18.4	11	28.9	2	5.3	5	13.2	10	26.3
People tell me I should slow down or relax	10	26.3	6	15.8	1	2.6	6	15.8	12	31.6
I get plenty of sleep, exercise regularly and eat health foods	10	26.3	13	34.2	3	7.9	5	13.2	4	10.5
I feel a lot of stress tension and pressure at work and have trouble handling it	5	13.2	6	15.8	2	5.3	7	18.4	15	39.5

Time Management and Balancing of Time

There is always a conflict between administrative tasks and personal interests. It is therefore important for principals to ensure that there is minimal conflict between individual and organizational (school) goals. Twenty principals (52.6%) indicated that they had a written list of long-range personal goals contrary to what was reported by 13 principals (34.2%). However, 2 principals (5.3%) were undecided on this aspect. Long-range personal goals are important as they enable someone to develop procedures of how to realize them. The organization (school) should actually facilitate the principal's achievement of their long-range personal goals just like the principals should ensure that school goals and objectives are realized.

Moreover, 19 principals (50%) indicated that they did not have enough time for family, leisure or other personal interests away from work contrary to what was reported by 16 principals (42.1%). Three principals (7.9%) however indicated indecisiveness. The four major tasks of the principal include management of the school plant (physical facilities), student personnel, teacher personnel and school-community liaison (Barasa and Ngugi, 1990). These tasks are too involving and that is why its not a wonder that most principals (50%) indicated they seldomly had sufficient time for personal interests, family or leisure. They had to be involved in development activities of the school and ensure that students performed well in examinations.

In addition, most principals (68.4%) felt a lot of satisfaction with their life contrary to what was indicated by 7 principals (18.4%). Two principals (5.3%) were undecided. This feeling of satisfaction could be as a result of salary increment and recognition among others (Okumbe, 1998). Few principals (18.4%) were not satisfied. This has been a major problem with teachers who feel that they are not well paid like their equal counterparts in the private sector.

Finally, 21 principals (55.2%) reported that they constantly looked for things that wasted their personal time and tried to eliminate or reduce them. This was contrary to what was reported by 8 principals (21.1%). Six principals (15.8%) however, indicated that various obstacles distracted them and wasted their personal time, for instance, friends who paid visits without an appointment. Principals should

therefore ensure that those things that are out of schedule and unnecessary should not distract them. Table 18 shows principals rating of how they balanced their time.

Table 18

**School Principals Rating of Time Management in Relation to
Balance**

Time Balancing Aspects	Scale									
	SA		MA		U		MD		SD	
	No	%	No	%	No	%	No	%	No	%
I have a written a list of long range personal goals	10	26.3	11	28.9	6	15.8	2	5.3	6	15.8
I don't have enough time for family, leisure or personal interests away from home	10	26.3	9	23.7	3	7.9	6	15.8	10	26.3
I feel a lot of satisfaction with my life	11	28.9	15	39.5	2	5.3	4	10.5	3	7.9
I look for things that waste my time and try to eliminate or reduce them	10	26.3	11	28.9	6	15.8	2	5.3	6	15.8

Summary Of The Findings

The following is a summary of the research findings.

Most principals in Uasin Gishu District Secondary schools are male (29) compared to female principals (9). Majority of the principals fell within the 31-40 age group (20 principals). Four principals (4) had over 51 years. Most principals (19) had 11-20 years of experience with very few principals (2) having less than 6 years administrative experience.

Majority of the principals (24) were Bachelor of Education (B.ED) degree holders. Most schools were single-streamed (22) with very few schools having 3 streams. There were only 8 day and boarding schools, 12 were purely boarding while most schools (18) were day. Finally, rural schools (30) dominated over the urban schools (8).

Good time management practices were reported on various aspects. These aspects include: setting annual performance goals; listing the small jobs to be done, reviewing long range goals, prioritising tasks, analysing tasks constantly, collaborating with other school members, scheduling time for most important tasks, maintaining flexibility, and carefully sorting out paper work. These factors positively influenced time management practices among principals.

Poor time management practices were however recorded on procrastination, management of time in business trips, keeping a record of how time is spent, crisis management, punctual task completion without straining oneself and in handling simple as compared to hard tasks.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

A summary, conclusions and recommendations of the study are presented in this chapter.

Summary of the Study

The purpose of this study was to investigate the factors influencing principals' time management practices in their administration of public secondary schools in Uasin Gishu District. In particular, the study sought to establish the influence of setting performance goals, task prioritization and analysis, plans, schedules, paper work, interruptions, travel, procrastination, stress and balance on principals' time management practices. Their (principals') perception of how they dealt with these time management attributes was determined in relation to their age, sex, academic qualifications, administrative experience, size, category and geographical locations of the schools they heads.

To achieve this purpose, a questionnaire was used as the sole research instrument. The questionnaire was made up of two parts. Part A gathered demographic and school data from respondents. Part B consisted of 11-time management attributes against which the principals were required to rate the statements on them on a 5 point likert scale.

The conceptual framework diagrammatically depicted the relationship and effect that the factors influencing time management

practices can have on school administration and consequently on achievement of school objective. The assumption was that effective time management practices would lead to effective school administration and consequently effective realization of school objectives. Poor time management practices would lead to the contrary.

The study was conducted in Uasin Gishu District. Forty-one principals and therefore forty one secondary schools participated in the study. Thirty-eight principals (38) returned usable questionnaires. This was a 92.68% return rate but achievement of this required several visits to the various schools to ensure that the questionnaires were duly filled and completed.

The study was guided by the following research questionnaires:

1. What are the factors that influence time management practices among school principals?
2. To what extent does each factor inhibit or enhance time management practices among the principals?
3. What probable impact can time management practices have on school administration and consequently on students' academic performance?

Findings of the Study

The study revealed that the principals actually divided their time in attending to various aspects of their administrative roles. Over

70% of the principals were especially effective in setting annual performance goals, reviewing long range goals, listing the tasks to be performed and prioritising them, scheduling time for most important tasks, analysing the tasks. They were also effective in carefully sorting out their paper work and in collaborating with other school members. Nearly half of the 38 principals (50%) indicated effective management of stress and balance maintenance in task performance. Effective handling of these tasks enhanced time management practices among the principals.

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Poor time management practices were particularly recorded by more than 50% of the principals on procrastinations, management of time while in business trips, managing unexpected crises, punctual but strenuous task completion and in handling simple as compared to hard task. These attributes inhibited proper time management among the principals. It would thus deduce that most of the principals had good time management practices, which was bound to impact positively on their school administration and on achievement of school objectives. Effective time management however depended on how the principals handled the various factors that influenced their time management practices.

Conclusions of the Study

On the basis of the study findings, the following conclusions may be drawn. Time management practices have an impact on school

management. Effective time management practices may lead to improved management of the school plant, staff and student personnel and improved school community relations. This can be achieved by adopting strategies that can effectively minimize the negative effect of the impeding factors on principals' time management practices. This may reduce the probable conflict between the principal and the teachers or the principal and the students.

Time management practices also have an impact on realization of institutional goals and objectives. If time was properly managed, various tasks would be completed in time leading to realization of school goals and objectives. One of the most important school objectives is excellent professional performance by teachers and consequently excellent academic performance by students. These can only be achieved through effective time management practices and thus improved school administration, which facilitates both professional and academic performance.

In addition, time management practices have an impact on the realization of personal (individual) goals and objectives. If a school principal is not in a position to allocate time well for various school administrative tasks, then he will be forced to stay late in school and even carry with him work home. Under such circumstances he/she might lack sufficient time for his personal interests. It is always vital for principals to allocate some time for their personal interests, goals and objectives. Both the school and the principal should be supportive of

each other in facilitating realization of respective goals and objectives. Work would otherwise not be rewarding if it suppresses realization of personal goals.

Poor time management practices causes individual-organizational conflict. If time is managed well, then a principal will be in a position to facilitate achievement of school goals and objectives as well as achieving his own goals and objectives. However, job dissatisfaction may emanate from poor time management since organizational tasks can take up all the time for personal interests. This may consequently lead to individual-organizational conflict since some principals may result to truancy to try to compensate for the time lost for personal interests. This may at times hamper both the achievement of organizational (school) and personal (principal's) goals and objectives. These conflicts are evident and partly result from poor time management practices. On the contrary, good time management practices can create harmony between the individual (principal) and the organization (school).

Failure to allocate time for the unexpected and accidental phenomena can result in crisis. Some incidents in many organizations like strikes, go slows, unrest, unreported visits by senior management officials may all result in interrupting the day's schedule. Head teachers should leave/set some time during the week for which the lost time can be recovered

Recommendations of the Study

This section presents the following recommendations on the basis of the study findings:

Principals should attend seminars, workshops and refresher courses on time management where they can be reoriented towards the importance of proper time management practices through minimization of the effects of the time wasting attributes. Equipped with knowledge and skills of proper time management, the principal can train his/her teachers and students on the same. Hence, general school administration would be improved accompanied by improved teachers' and students' professional and academic (examination) performance respectively.

In addition, a time management course should be incorporated in the teachers training curriculum. Hence, prospective school principals would graduate from the teachers training colleges or University colleges of education with knowledge and skills that would enhance effective management of time. This would improve school administration and consequently academic performance by students.

Immense flexibility in time management practices should be observed to cater for the unexpected and accidental phenomena. This is due to the fact that although schools constitute a bureaucracy that is strictly structural and procedural, some unexpected interruptive incidences occur that hamper the smooth running of a school.

Flexibility would ensure that the principals would postpone a particular task to an appropriate time in the future for they may have set some time to accommodate and handle the unexpected incidents such as student unrest, teachers' strike, or unreported visits by senior education officials and the like.

Furthermore, the principal should not overburden himself/herself with even the minor tasks that can be performed by other members of his/her teaching staff. Proper delegation leaves the principal with adequate time to handle the most important administrative tasks while acting only as a supervisor to the tasks he has delegated to other teachers. This practice constitute participatory management and enhances harmony between him/her and the teachers since the latter feel that they are actually part of the school in general and in particular part of the school administration.

The principals should also learn to reconcile their individual and organizational businesses/interests. This calls for effective balancing of the amount of time set aside for both personal and organizational interests. This reduces conflict and facilitates the achievement of both individual (principals') and organizational (school) goals and objectives.

It should finally be noted that head teachers (principals) should be effective time managers since effective time management practices have a positive impact on school administration. On the other hand it leads to improved teachers' professional performance and consequently to excellent examination performance by students.

Suggestions for Further Research Action

The findings of this study are indicative rather than conclusive. Hence the following suggestions should be considered:

1. This study should be replicated using other research instruments such as observation schedule and interview schedule.
2. Future researchers should study the relationship between principals' time management practices and the extent to which they have delegated their tasks.

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APPENDICES

APPENDIX A:

Letter to respondents

Date:

University of Nairobi
Department of Educational
Administration and planning
P.O. Box 30197

NAIROBI

Dear principal,

RE: PARTICIPATION IN RESEARCH

I kindly request you to give information on how you manage time while performing your administrative role in your school.

This information will help to appraise the effectiveness of time management in Public Secondary Schools.

Kindly answer the questions provided honestly.

Thank you.

C.K. TIROP

**APPENDIX B:
QUESTIONNAIRE FOR PRINCIPALS**

PART A

In the brackets provided use a tick to indicate your gender.

Male []

Female []

Please tick the age bracket within which you fall below.

20 – 30 []

31-40 []

42-50 []

51 and above []

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3. Please tick the professional experience set, which you belong.

1 day – 5 years []

6years-10years []

11 years-20 years []

21 years – 30 years []

31 years and above []

4. Please tick the size of your school in terms of class streams below.

1 []

2 []

3 []

4 []

5 []

6 []

Above 6 []

5. Tick against the appropriate school category for your school below.

You can tick more than once.

Day []

Boarding []

Boarding and day []

Girls only []

Boys only []

6. Tick to indicate your professional qualifications below.

Ph.D []

M.ED []

Diploma in Education []

B.ED []

BA/B.SC + Dip in Education []

B.SC/BA []

Dip in Education []

T.T. []

7. Tick to indicate the geographical location of your school.

Urban []

Rural []

PART B**TIME MANAGEMENT PROFILE**

Please tick your responses to each of the following statements on the column provided.

Column Abbreviation:

- SA - Strongly Agree
 MA - Mildly Agree
 U - Undecided
 MD - Mildly disagree
 SD - Strongly Disagree

1. GOALS

		SA	MA	U	MD	SD
(a)	I write annual performance goals for my job					
(b)	I keep a master list of all the smaller jobs and assignments that need to be handled over the next several weeks.					
(c)	I review my long-range goals every day					
(d)	I constantly ask myself how what I am doing will help me achieve my goals.					

2. PRIORITIES

		SA	MA	U	MD	SD
(a)	When I first get to work in the morning, I usually start the day with coffee, conversation, or reading the newspaper.					
(b)	I prioritize my various jobs and activities.					
(c)	I tend to do the quick, easy, or enjoyable jobs first.					
(d)	Constantly switching priorities is a big problem on my job.					

3. ANALYSIS

		SA	MA	U	MD	SD
(a)	At least once a year, I keep a record of how I actually spend my time for a week or two.					
(b)	I constantly analyze everything I am doing and look for ways to improve my performance					
(c)	I often have to come early, stay late, or take work home to get all work done					
(d)	Constantly recurring crises take up too much of my time					

4. PLANS

		SA	MA	U	MD	SD
(a)	I write out a to-do list every day					
(b)	I write out a weekly plan, which includes specific goals, activities, priorities, and time estimates for each activity					
(c)	At least once a week, I meet with others to coordinate plans, priorities, and activities.					
(d)	I often think I should get better organized					

5. SCHEDULES

		SA	MA	U	MD	SD
(a)	I schedule a specific time each day for doing the most important tasks.					
(b)	I often get distracted from my schedule and tend to jump from one task to another					
(c)	I have a quiet time every day so I can concentrate on important work					
(d)	I maintain flexibility by allowing time in my daily schedule for unexpected things.					

6. PAPER WORK

		SA	MA	U	MD	SD
(a)	I have a good systematic procedure for sorting and handling my paperwork					
(b)	I often analyze my paperwork and look for ways to eliminate, simplify, or improve it.					
(c)	I use a tickler file or some similar system to help keep track of details and maintain proper follow-up.					
(d)	My desk or work area is rather cluttered and should be neater.					

7. INTERRUPTIONS

		SA	MA	U	MD	SD
(a)	I analyze my interruptions and systematically work on reducing or eliminating them.					
(b)	I usually bunch items together and handle several things in one visit or call, so I won't interrupt others so much during the day.					
(c)	Distractions and socializing often keep me from concentrating on my work.					
(d)	Interruptions are a big problem in my job					

8. TRAVEL

		SA	MA	U	MD	SD
(a)	It's hard to manage time well on a business trip.					
(b)	I carefully plan my business trips and Never travel without a specific purpose.					
(c)	I tend to eat more and drink more when I'm on business trips.					
(d)	I try to finish all the paperwork from the trip before I get back to the office					

9. PROCRASTINATION

		SA	MA	U	MD	SD
(a)	I often put off tasks that are unpleasant for me					
(b)	I tend to wait until the last minute to get started on things.					
(c)	I often have to wait for the right mood, or the right time, to tackle creative work.					
(d)	I often worry about making the wrong decision.					