الجامعة البريطانية في دبي

# The British University in Dubai

# A Study on

# The effectiveness of time management among secondary school principals in Damascus Governorate

**فاعلية إدارة الوقت لدى مديري المدارس الثانوية في محافظة دمشق**

## by

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# ABSTRACT

This study aims to identify the average time spent by the secondary school principals in Damascus Governorate from the official working time on all tasks required by virtue of their position for each level of school management: administrative, technical and social. Moreover, to detect the impact of independent variables of the principal, school, and educational zone.

The study sample consisted randomly of (70) principals, representing 75% of the total study society.

A tool developed based on educational literature and questionnaires used in previous studies. Then presented it to arbitrators at the British University in Dubai and the University of Damascus, to verify its authenticity. Stability verified using (Cronbach Alpha).

The questionnaire consisted of three parts: the principal's data, school, and educational zone, the amount of time spent on the day-to-day administrative work, and time management according to the three administrative levels.

The study results are:
1. A difference in total working hours between male and female managers.
2. A difference in the performance time of various administrative tasks.
3. A difference in ordering tasks according to their importance.
4. No differences in time management performance according to the independent variables.

Based on the results, the researcher set important recommendations, such as to adopt the results and recommendations of this study, and to organize training courses for managers to improve their time management skills.

# ملخص الدراسة

تهدف هذه الدراسة إلى التعرف على معدل الوقت الذي يصرفه مدراء المدارس الثانوية في محافظة دمشق السورية من وقت العمل الرسمي على جميع المهام المطلوبة منهم بحكم منصبهم، لكل مستوى من مستويات الإدارة المدرسية: الإداري، والفني، والاجتماعي. والكشف عن أثر المتغيرات المستقلة لمدير المدرسة، وللمدرسة، وللمنطقة التعليمية.

تألفت عينة الدراسة عشوائيًا من(70) مديرًا، وتمثل ما نسبته 75% من مجتمع الدراسة الكلي.

ولتحقيق أهداف الدراسة طور الباحث أداة استنادا إلى الأدب التربوي واستبانات مستخدمة في دراسات سابقة. ثم عرضها على لجنة محكمين في الجامعة البريطانية في دبي وجامعة دمشق، للتحقق من صدقها، ثم تحقق من ثباتها باستخدام معامل (كرونباخ ألفا). وقد تألفت الاستبانة من ثلاثة أجزاء تضمنت بيانات المدير الشخصية، والمدرسة، والمنطقة التعليمية، ومقدار صرف الوقت على مهام العمل الإداري المدرسي اليومي، وإدارة الوقت وفق المستويات الإدارية الثلاثة.

وقد توصلت الدراسة إلى النتائج التالية:
1. هناك اختلاف واضح في مجمل ساعات العمل بين المدراء الرجال والإناث.
2. هناك اختلاف في وقت أداء المهام الإدارية المختلفة.
3. هناك اختلاف حول ترتيب المهام وفقًا لأهميتها.
4. ليس هناك فروق إحصائية في معدل أداء إدارة الوقت بحسب المتغيرات المستقلة.

واعتمادا على النتائج، أوصى الباحث بعدد من التوصيات من أهمها تبنّي نتائج وتوصيات هذه الدراسة، وتنظيم دورات تدريبية للمدراء لتحسين مستوى إدارتهم للوقت.

# DEDICATION

With all my sincere love, I dedicate the success of this work to:

The holy spirit of the most successful time manager and the best teacher of humanity, our prophet Muhammad peace be upon him.

The spirit of the time manager, my closest teacher and my first encourage to learn my dear father.

The spirit of the time manager, my daily teacher, who stayed awake for me, my dear mother.

My beloved wife, who continues to encourage me with all her efforts all day and night.

My dear father in law, who has the previous credit of advice and perseverance.

All my beloved family members, who spared my time with them for this work.

My dear professor, who has the best education, advice, and guidance at every moment of my studies, Dr Abdullai Abukari.

The whole distinguished family members of the British University in Dubai.

Without you all, this success would not have seen the light.
Please accept all my love, thankfulness, praise, and appreciation.

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# The Effectiveness of Time Management among Secondary School Principals in Damascus Governorate

## Chapter 1. Introduction:

### 1.1. Introduction:

This chapter explains that Time is one of the most valuable resources we possess, which exceeded the value of money. Therefore, it must be invested very carefully. Phillips (2002) considers that our lives are the time allotted to us on Earth and that our most important task is to make the best use of this time. Time is important for humans because it represents an important moving dynamic dimension in our life that cannot be controlled easily, and because it is a unique and distinct container that embraces all human interactions and products (Ferner, 1980).

Developed countries, societies, and institutions depend on the subject of time and its management as one of the important strategic topics and give it the top of its priorities in order to increase its level of progress, because of the time association with various sciences and its overlap in all scientific various operations (Abd El-Baki, 1996). Therefore, the educational administration focuses on its engagement with the principals of institutions working in the field of education, in directing managers and teachers to respect the time and to use it optimally to achieve the tasks expected from them all according to their profession (Najjar, 2008).

Time is one of the most important resources available to the school principal, which is a constant and dynamic resource. It plays a crucial role in successfully carrying out administrative processes and achieving the desired objectives of the school. However, to ensure this, school principals must manage the distinctly defined work hours in a better way to perform their tasks associated with the content of the learning process. Hence, to allocate the needs they require from the available working time, as they represent the most important priorities and the only means to achieve the desired goals of the school using the continuous and purposeful process of planning (Krug, 1992). In this regard, the educational authorities expect from the school principal to achieve by virtue of his/her position high educational services and higher rates of coordination among staff to be considered as an effective director (Awender, 2001).

In order to identify the success or failure of secondary school principals in Damascus Governorate in managing their time on the tasks assigned to them, and how they spend time on the tasks and activities they practice in their schools during official working hours. This study comes to highlight the actual ways and methods of the time management process among the secondary school principals in the Damascus Governorate of Syrian Arab Republic, on the tasks and activities assigned to them during official working hours.

Therefore, this chapter will be organized to present the problem of the study and its main and sub-questions, which will be discussed and detailed later in the following sections. This section will also present the importance of this study and its role in raising the level of educational administration in general. The limits of this study will be set in the Syrian Arab Republic in particular.

## 1.2. Study Problem:

Based on the researcher's experience and his practice with a number of school principals, as a teacher, and his reading of many previous studies on this important subject (Najjar, 2008), the results indicated that the vast majority of managers might not use the official working time available to them. Moreover, they may also waste most of it on tasks that are not related to the educational process. Nevertheless, the researcher finds them complaining constantly, and refer the problem to the limitation of time, where managers become an easy prey to time spoilers, which control them and prevent them from performing their tasks optimally within the work time hours. The European Education Information Network (2010) sees that this leads to the emergence of conflicts within and outside the school community, which may reach the family and the local community, thus, waste more time on tasks that do not relate to the basis of formal work. Therefore, prevents the improvement of the educational process of learning, and the achievement of the school's desired goals successfully.

The officials in the Syrian Ministry of Education have identified the school administrators as having seven specific daily working hours, as well as assigned official duties and specific responsibilities within their job descriptions (The Syrian Ministry of Education, 2013), or (See Appendix B, Part 2). Therefore, expect them to take advantage of the official working time allocated to them purposefully and effectively in the implementation of the administrative tasks required from them, in order to achieve the objectives expected in general, and the objectives of the school at the three levels of management: administrative, technical, and social.

**1.3. Main Research Question:**

The researcher embodied the problem of the study by asking the following main question:

How effective is the time management process among the high school principals in Damascus Governorate?

**1.3.1. Study Sub-questions:**

This study attempts to answer the following sub-questions:

1. What is the amount of time spent by the principals of secondary schools in Damascus Governorate in daily work timings on each of the required official tasks?

2. Are there statistically significant differences in the rate of daily time spent on all tasks for each of the three levels of school management: administrative, technical and social among secondary school principals in Damascus Governorate?

3. Is the performance of time management among high school principals in Damascus Governorate different from all three levels of management depending on the principal's personal variables such as age, gender, social status, qualification, and experience?

4. Is the performance of time management among high school principals in Damascus Governorate different from all three levels of management according to the variables of the school, such as the school's gender, and the number of learners?

5. Is the performance of time management among high school principals in Damascus Governorate different from all three levels of management according to the variable of the district?

**1.4. Study Importance:**

- The importance of the study is that it will highlight the issue of time management in secondary schools in Damascus governorate.

- It also derives its importance from the addition of new educational knowledge, which may be provided by this study through its results and its final recommendations to contribute to reducing the area of shortage expected in this field.

- The findings and recommendations of the study will help to establish a reliable basis for assessing the need for appropriate training for managers of these schools to improve their time management effectively.

## 1.5. Study Limits:

This study was conducted within the following parameters:

1. The human selection limit: most of the principals of secondary schools in Damascus Governorate according to the response of all managers to the study tool and subject.
2. Time limit: The first semester of the academic year 2017-2018 which ends on 15 January 2018 according to the Syrian educational system (two semesters a year).
3. The spatial limit: It is been confined to the province of Damascus in the Syrian Arab Republic.
4. The study tool: The results were based on the validity of the tool used, the coefficient of its stability, the method of statistical processing of the study hypotheses, and the sample representation of the Study society.

## 1.6. Study Structure:

This dissertation was built in the following order:

1.6.1. Introduction: where the history and importance of time and its theoretical and applied studies were shortened. In addition to identifying the problem of this study, its questions, importance, limits and design.

1.6.2. Literature Review: will present and study most of researches, theories and studies that have been based on the importance of time and its role in controlling and developing the administrative process in general, and school administration in particular.

1.6.3. Methodology: The presentation of the study's mechanism, tools, design, independent and dependent variables, the ethics of the study, and the method of analyzing the results.

1.6.4. Study Results: The answers to the main study questions, the final statistical tables, and the results of the study will be presented and compared with the previous studies.

1.6.5. Discussion of the Study Results: The results of the study will be analyzed in details, statistical differences will be extracted, and their role will be shown to have a positive or negative impact on the effectiveness of time management among secondary school

principals in Damascus Governorate. Thus, propose recommendations for the development of time management in the field of educational administration in general, and in the Damascus Governorate in particular.

1.6.6. References: Which presents all the references that researcher benefited from in this study.

1.6.7. Appendixes: Which include a model for the study tool, statistical tables, and bibliography.

**1.7. Conclusion:**

It is true that (time is a slicing sword which you should fight it better) according to the prevailing Arab ideal. Time is very important in all administrative areas in general and school administration in particular. Therefore, this study is of great importance in determining the effectiveness of time management among secondary school principals in Damascus Governorate as mentioned.

The following chapter will describe the theories and studies that dealt with the effectiveness of school time management by presenting the history of literature in this field.

**Chapter 2. Literature Review:**

**2.1. Introduction:**

Time is one of the most important elements of life, on the level of individuals, society, and country. Thus, Time is the real value capital of a person. On the other hand, Time is the container that embraces humanitarian action and its product, and it is the amount of human endeavour and movement (Phillips, 2002). In spite of the value of time in human life and its importance to them, the majority of people do not value, respect, or exploit time in a productive and effective manner (Ferner, 1980). On the contrary, they seem proud of the process of wasting time in different ways. Yet, the vast majority of people complain about the problem of non-availability of time for them, despite the enormous amount of information in various technologies offered to them in the field of time management (Mackenzie & Nickerson, 2009).

Mackenzie and Nickerson (2009) pointed out that we are still caught in the time trap and froze there even with a mountain of information we have, and so much dazzling equipment, yet we still think there is not enough time! Again, why is this happening? Here we wonder whether the problem lies in time or in ourselves. Perhaps the problem lies in the strong impulses of human nature that reject the rules of time management because of their conflict with the laws of human nature, and this conflict is what hinders what we have to do, and what leads us to fall into the trap of time.

This chapter presents most of the documented researches, theories and studies that are based on the importance of time and its role in the control and development of the administrative process in general, and school administration in particular. Which matches the main subject of this study.

This chapter has been arranged according to the following sub-topics: The concept of time, it's importance, features, types, and consumers. Followed by time in administrative thought, the concept of time management, the importance of time management, and its strategies, methods, principles, and steps. Then how to record time; analyze it, save it, and the relationship between time and the administrative process. Follows by the principle of this study through the identification of time in school Management, it's concept, importance, wasting, and methods of managing time by the school principal.

## 2.2. The Concept of Time

It is difficult to provide a precise and specific definition of the concept of time since it is generally represented by the existence of the logical relationship of an activity or event to an activity or another event (Venderkam, 2010).

Based on this, Gronmo (1989) described five different concepts of time as follows:

1. <u>Physical and mechanical time</u>: a measure of the movement of a physical object for another physical object, such as the rotation of the earth around the sun.
2. <u>Biological time</u>: which measures the evolution and growth of biological phenomena, the physical maturity of living organisms, and the body's biological growth rate.
3. <u>Psychological time</u>: which is an internal feeling depends on the nature of the circumstance or the event experienced by the individual and his psychological state.
4. <u>Social time</u>: it depends on important social and historical events such as the migration of the Prophet Mohammad (peace be upon him) and the birth of Jesus Christ.
5. <u>Metaphysical time</u>: or the world beyond nature and we know only about what is mentioned in the holy books about the Judgment Day, eternity, etc.

Marie (2018) pointed to the existence of some beliefs and divergent thinking about the concept of time in ancient civilizations. The belief of the Romans was that time is a looping time cycle or a running river, unlike Greece who believed that time was circulating. Some African tribal groups so far organize time by specific and separate historical blocks whose central part is a tale of a heroic event, while so far many contemporaries see that time is running in a straight line. Moreover, humans interested in time through the invention of many means of its estimation such as a stone obelisk, sand, water, and mechanical clocks.

## 2.3. Time Importance:

Time is important because it is a specific resource available to all people equally, no one can increase it or control it, it is the longest and shortest of other resources, it is fast-paced, unmanageable, and runs at the same pace. In addition, time stems from the importance of being a container and the measure for each work. Nevertheless, it embraces human interactions and various productions, as well as being the dynamic dimensions of human life (Douglas & Douglass, 1994).

The importance of time is also because it is the measure, which the judgment depends on to; judge the individual's success or failure in life. This is because the time is been defined by twenty-four hours a day, and it is estimated to be (1760) hours a year. Thus, it cannot be increased, which means that passing time cannot be retrieved. It cannot be multiplied, stored or controlled, and man can only adapt to it, use it purposefully, constructively, and optimally because wasting time means wasting life (Kleiner, 1988).

Hence, in developed societies, there is great interest and unlimited attention to how time is distributed, used, and exploited in a purposeful and constructive manner, ensuring the achievement of general and specific objectives. As well as organizations and institutions, that seek to achieve their objectives through the manipulation of all resources and possibilities available to them, including time (Phillips, 2002). Time then is the most wasted resource and less exploited because of lack of awareness of the cost of this wasted time. Thus, the misuse of time by institutions or individuals stems from ignorance and lack of adequate awareness of its real cost (Saunders, 2013).

## 2.4. Time Features:

Time is distinguished with distinct features that are not available in the rest of the other resources, and which are the property of excellence. The unique and distinctive characteristics of time are illustrated as follows:

- <u>Speed</u>, time is fast-paced and passes like the clouds and is not recoverable or compensated (Phillips, 2002).
- <u>An equal opportunity for all</u> and no one can increase it. Everyone has 24 hours a day.
- <u>Expensive</u>, the container carries every work and every production of human and society.
- <u>Uncontrollable</u>, time cannot be stored, bought, sold, or stopped. All we can do about time is to deal with it soon, either to invest it or to waste it (Atkinson, 1990).
- <u>Irreplaceable</u>, or compensable, we can only adapt and exploit it optimally. (Douglas & Douglass, 1994)

**2.5. Types of Time**

The process of dividing time into species has been a background point for researchers and those interested in studying and managing time.

Douglas & Douglass (1994) who believe that time is divided into two types, relied on the following principles:

1. The time that is difficult to regulate, or over human control, which is not subject to administrative control or employee and is often spent on tasks of low productivity, and low interest in the organization as a reception of visitors and telephone calls.

2. The time that can be organized or under human control, which a manager or employee can control and act as he pleases. However, this type of time is particularly challenging for us.

Griessman (2002) who divided the time into four types relied on the following principals:

1. Creative time: the time allocated to study, research, survey, and future planning to identify time waste, develop solutions, prioritize, organize work, and assess the level of achievement.

2. Preparatory time: for the implementation of the first phase, in which information or facts are collected, the processing of the work environment, tools, methods and personnel in order to avoid waste of funds.

3. Production time: the stage of implementation of the work that was planned to be implemented in the creative time, and was prepared in the preparation time, which means the programmed time to reach the ideal time at work.

4. Indirect time: which is allocated to carry out non-subsidiary activities that affect production processes, the future of the organization, and its relationships with others, such as the responsibility of the educational organization and its association with different community institutions.

Through these studies and conclusions, the researcher here sees that we can divide time into three more comprehensive and accurate types, namely:

1. Working time: the actual time specified for the performance of the work and can be divided into the four sections mentioned above in the types of time, which are most common in literary sources: creative, preparatory, productive and indirect.

2. Out of working time: the time associated with the completion of work, but not within the scope of real working time, such as: going to and from work, overtime work, and time for the procedural works.

3. <u>Free time</u>: statically defined as the remaining time of the twenty-four hours per day after performing work responsibilities, social responsibilities and the individual's physical needs.

## 2.6. Time Wasting:

Mackenzie & Nickerson (2009) named the time-wasting as all that prevented the achievement of the goals effectively. Then limited it to 40 time-consumers, encompassing the seven functions of management: planning, organizing, recruitment, guidance, oversight, communication and decision-making.

### 2.6.1. Time-Consuming Groups:

Lennox & Altalib (2002) classified time consumers into seven groups according to administrative functions, which were summarized as follows:

<u>First: Time-wasting in planning:</u>

1. Lack of setting goals and priorities.
2. Travel, appointments, and waiting for aircraft.
3. Do more than one job at a time.
4. Unrealistic time estimates.
5. Crisis management and change of priorities.
6. Haste and lack of patience.

<u>Second: Time-wasting in organizing:</u>

1. Mix responsibility, power, and duplication of effort.
2. Paperwork, reading, and routine.
3. Inadequate equipment and physical facilities.
4. Bad filing system and crowded office tables.
5. Multiple presidents and lack of personal organization.

<u>Third: Time-wasting in employment:</u>

1. Lack of selection and training of competent managers.
2. Absence, delays, and resignations.
3. Increase or decrease in the number of employees.
4. Staff dependency.

Fourth: Time-wasting in guidance:

1. Incompetent delegation and participating in routine details.
2. Lack of coordination and work.
3. Lack of motivation.

Fifth: Time-wasting in communications:

1. Meetings.
2. Internal notes fever and internal extra contacts.
3. Lack of communication.
4. Loss of guidance or lack of clarity.

Sixth: Time-wasting in decision-making:

1. Hesitation and delay.
2. Quick decisions.
3. Apply for all the information every time.

Seventh: Waste of time in censorship:

1. Do not use the word "NO" in time.
2. Disturbing telephone calls and unexpected visitors.
3. Lack of self-discipline and excessive control.
4. Leaving tasks without completion and follow-up reports.
5. Noise and disturbing sound effects.
6. Loss of standards and lack of control.

**2.6.2. Time Wasting Factors:**

The researcher believes by virtue of the daily experience that there are four main factors leads to time wasting, arranged as follows:

1. Social factors such as customs, traditions and family conflict.
2. Health factors such as boredom and illness.
3. Work-related factors such as unplanned visits, telephone calls, and multiple meetings.
4. Personal factors such as lack of self-discipline and laziness.

## 2.7. Time in Modern Management Thought:

The subject of time management at the international and Arab levels is somewhat new. It has been beginning since the late 1950s and early 1960s, with James Mackey's book (The Management of Time) in 1958. However, Brook & Mullins (1989) believe that the roots of historical time management may be traced back to Frederick Taylor in 1911 by his famous study (Time and Motion). Thereafter, the theories that adopted human relations were immediately followed and focused on building the organization from the social and human point of view, like individuals' relations with each other, as well as with their superiors and with others inside or outside the institution.

Perhaps one of the most important reasons for the growing interest in the time management is the occurrence of economic, cultural, social, and technical developments, which have been reflected on the various institutions, organizations and bodies and have made a great impact on the work within. Thus, increased the efficiency of the administrators in the exploitation of their time during the working hours, and raised the level of their skills and possibilities in work programming, analyzing, and organizing to accomplish faster with less effort, and higher efficiency within the time available to him (Pozen, 2012).

Mackenzie & Nickerson (2009) and Drucker (2006) have protested against the term "time management" and considered it a misconception among people. Their argument is strong and convincing because time is not manageable, the thing that can be managed or regulated is the human self and not the time. Accordingly, they insisted on the need to use the term "self-management" instead and noted the need to internationalizing it, deal with, and use.

## 2.8. Time Management Concept:

The concept of time management is an integrated and comprehensive concept. Therefore, several definitions of the concept of time management have emerged in recent years, such as:

1. Taking advantage of the available time and personal talents to achieve the important goals that we seek in our lives while maintaining the balance between the requirements of work, private life, body, spirit, and mind (Le Blanc, 2012).
2. The optimal use of the time available (Seyyan, 2002).

3. A set of ways and means that enable us to make the most of our time in achieving our goals and to create a balance in life between duties, desires and goals (Griessman, 2002).

4. An integrated and comprehensive concept for any time, place, work, person, society, and environment, which is closely associated with administrative work and requires the desire for continuous development and improvement. Its what we can achieve by the time we have (Mackenzie & Nickerson, 2009).

After reviewing the above definitions, the researcher defined time management as the best use of available time in order to achieve the desired goals with the least effort and within the time limit for implementation.

**2.9. Time Management Importance:**

Which lies in the following points:

1. It helps the directors in carrying out their tasks and important works, with the least effort and the shortest time.
2. It enables the manager to set priorities and achieve the most important works.
3. It prepares the manager to take advantage of lost time and exploit it optimally.
4. It is a successful mean of overcoming stress and frustration, which reduces the efficiency of workers in the organization (Sutherland, 2014).

**2.10. Time Management Strategies:**

In a competitive environment, success becomes impossible without setting your goals and charting your plans to reach these goals. To improve the time management of managers of small enterprises, they should use a number of effective time management strategies, such as:

1. Setting goals.
2. Arrange tasks according to priorities.
3. Personal organizing.
4. Stop postponing tasks.
5. Time division.
6. Daily planning (Le Blanc, 2012).

Ferner (1980) also advised managers to follow a number of steps during their time management, like:

1. Determine how to use time by using modern time recording techniques.
2. Determine the time allocated to identify the problem, its causes, and the proposed solutions.
3. Conducting a continuous assessment of potentials and needs.
4. Setting goals and setting priorities for these objectives.
5. Develop practical plans to achieve the goals.
6. Implement the plans by placing them in the daily work program.
7. Develop and update time management plans used.
8. Follow-up and periodic analysis of results and re-planning.

Moreover, Brook & Mullins (1989) mentioned that the efficiency of time management is based on several elements, such as:

1. The manager's awareness of his/her time, importance, and wasted time.
2. The manager's knowledge of the means and skills necessary to manage time.
3. The manager's usage of the means and time management skills.

Schilit (1990) also emphasized that if scientific methods were to be used in time management, it would be a useful investment because time use would lead to long-term commitment to managerial issues rather than short-term, to the development of managers' capacities, and to the reduction of anxiety, tension, and stress among managers.

### 2.11. Time Management Methods:

Additionally, other management techniques can be used to better utilize time with the managers of institutions, including:

• <u>Management by objectives</u>: based on the principle of achieving the goals regardless of the degree of compliance with the interior laws and regulations. Such a technique is the only method that helps to achieve the self-strength and responsibility of individuals, and it develops the spirit of the team in the institution (Drucker, 1967).

• <u>Trust management</u>: based on the principle of building trust between management and individuals working in the institution, through the conclusion of an unwritten literary contract

between the parties. However, the success of this approach depends on the extent to which a range of positive expectations from both parties has been achieved, including behavioural expectations, individual expectations and judgment expectations (Drucker, 1970).

• <u>Management by intimidation</u>: This runs on the principle of spreading fear among the employees of the institution as a means of controlling the work environment, and control the behaviour of individuals and their performance in the work within the institution. Thus, generated from this philosophy, the fear among workers and dissatisfaction, low level of management, and poor relations horizontally and vertically among the employees of the institution (Najjar, 2008).

• <u>Management by delegation</u>: This runs on the principle of delegated subordinates to do some tasks and give them the power to make decisions, to achieve the best results with the least effort and time possible (Saunders, 2013).

In fact, each of these previous methods of time management has its advantages and disadvantages, and we cannot judge them except through studying the lack of negatives and the abundance of positives. Most of which were applied in the management of many institutions. Some achieved the institutional goals successfully, while some could not and negatively reflected on the institution (Sutherland, 2014).

## 2.12. Time Management Principles:

Adherence to the principles of time management will return to managers a number of benefits. The most important of these are facilitating management, avoiding mistakes, improving the quality of solutions, improving efficiency, helping teach others, and raising the level of adaptability to the changing circumstances (Bailey, 2016).

Mackenzie & Nickerson (2009) identified 59 principles of time management in which the researcher has chosen some of them:

1. The priority in setting goals and performing activities.
2. The clustering in the performance of activities, communications and meetings.
3. The systematic, organized and ongoing awareness at work.
4. The delegating of others to carry out tasks.
5. The absenteeism by providing a self-hour of calmness without secretary's interruptions.
6. The brevity and focus on describing the results of the activity only.

7.  The commencement of difficult and unpleasant activities first and not postponing them.

Mackenzie & Nickerson (2009) distributed the 59 principles of time management into various management functions, including principles of planning, organizing, recruiting, guidance, oversight, communication, and decision-making.

**2.13. Time Management Steps:**

To achieve the goal of using time in a meaningful and productive manner it requires the administrator to pursue effective scientific principles that are based on analysis, planning, organizing, follow-up, and then evaluation (Robertson & Smythe, 2004).

• Analysing: is the first step in time management, which tells us how the current time is being used. This step aims at determining the tasks and daily activities and the amount of time spent on them. Thereafter, to measure the wasted time and list the possible reasons that led to the waste. However, time analysis can only be completed after two basic requirements are met: time recording by time registration forms, then time analyzing after completing the registration process (Drucker, 2006).

• Planning: which is by collecting information and data by recording time and analyzing it, then setting goals and priorities, then identifying activities and time to implement them.

• Organizing: which is through the identification of tasks and specialities, the division and clustering of similar activities, the organization of the workplace, the simplification of procedures and methods of work, and the delegation of parliaments.

• Follow-up: It is a set of operations necessary to verify that the implementation is identical to the plan in terms of technical, temporal and financial aspects.

• Modifying: This is the final stage which comes by examining and analyzing the results during and after the completion of activities implementation, in order to ensure the achievement of planning and organizational goals, and the diagnosis of possible deviations, and problems facing each of the management processes during the implementation of tasks properly. Thereafter, the optimization and development (Robertson & Smythe, 2004).

Ferner (1980) arranged six steps to a successful time management process, by as follows:

1. Review objectives.
2. Maintain a time plan.
3. Develop a list of daily achievements.
4. Plug the time escape ports.
5. Exploitation of marginal times.
6. Do not give in to urgent matters.

## 2.14. Time Recording:

In fact, the recording of time precedes the tasks of the manager before planning. Drucker (2006) stated that the plan is merely a purpose or an end. Therefore, the director's tasks do not begin with planning, but rather by informing how time is passing, which comes by time recording. The importance of recording time is that it represents a step towards the development of the manager's administrative behaviour, and maintains good health, and helps to identify works that deserve attention away from works that do not. It also provides facts and information on the nature of the surrounding problems and provides a realistic picture of the financial cost of the real time of the manager and the staff at the institution. For that, it is very useful for the manager to use daily, weekly, and monthly records, special time records, telephone time records, and various time and daily work breaks (Drucker, 2006).

## 2.15. Time Analysis:

The key to increasing administrative efficiency is to eliminate unnecessary time-consuming activities; this can only be accomplished by analyzing the time that helps an individual to identify unnecessary activities (Pozen, 2012). Therefore, the analysis of the manager's time is a starting point in the development of management methods. Through time-log data, time is analyzed scientifically so that the management can identify the non-productive and time-wasting activities. Keeping in mind that the time recording process itself is not a solution to the problem, but it is a necessary step to achieve the solution. In this regard, the manager must be ready to accept the results of the analysis of his/her time and be convicted whatever the nature of the results are, positive or negative, keeping in mind that the manager is the only one that can increase time efficiency (Taylor, 2007).

Drucker (2006) predicted that the time analysis process would achieve three important objectives:

1. Identify activities that the manager can neglect or dispose of.
2. Identify activities that the manager will currently do or delegate it to others.
3. Identify and control the activities that waste the time of the manager and subordinates.

In fact, it is useless to record and analyze time if it is not accompanied by ensuring that action is taken for the optimal use of time, at the level of setting goals and setting priorities, or at the level of timekeeping and organizing.

Here, the analysis of activities depends on the importance and degree of the necessity of the speed of completion of each activity. The activity is important in terms of its contribution to the achievement of the objectives. The greater the contribution, the higher is its value, and the more important. Usually, important activities achieve long-term results, as opposed to urgent activities whose results are short-term and more urgent than important ones. The faster the activity was, the less likely it was to be important, and in contrast, the more important the activity, the greater the probability of becoming impulsive (Wilson, 1992).

The problem that the manager usually faces is anxiety, tension between what is urgent, and what is important. The important activities are not rushing to be carried out today or even this week, while the urgent activities take on the interest and the desire to accomplish them, with every passing hour or day out (Klas & Hawkins, 1997). This leads us to the need to redistribute time on important activities in order to ensure the best possible use of time. It may be useful to note the Pareto rule, which is a major challenge to time management because the majority of people spend 80 percent of their time performing tasks related to only 20 percent of the work results because of their failure to prioritize, and the inefficiency of their time management (Koch, 1999). Thus, the manager should set estimates on how to use time-based on scientific foundations to determine the required and actual time for each activity. Therefore, the steps below must be followed during analysis of time:

1. Work to identify the activities that occupy time by using the time recording records.
2. Analyze the listed activities and tasks, and diagnose the causes of time waste.
3. Find solutions to reduce wasted time.
4. Evaluate solutions and redistribute of time in a balanced manner.

5. Implementation and follow-up study of the distribution of time continuously to ensure the efficiency of performance and effectiveness (Taylor, 2007).

**2.16. Time-saving:**

Mackenzie & Nickerson (2009) argued that with a successful management of time, you could save two hours a day for yourself, but what would you do in these two hours? The victory we can achieve by managing time will lose its meaning if we do not put forward a plan to exploit it in achieving one of the goals. Vanderkam (2010) defined time as one of the less urgent, important routine tasks, and effectively utilized it in carrying out the most important and urgent tasks by using successful and practical means of saving time. She also urged managers to save time on the job and stressed the need to use a number of effective timesaving techniques, including voice mail, computers, and ready-made templates.

Despite the fact that the vast majority of managers use the traditional futile means of time management, there are a number of modern scientific methods that have been proved useful at the practical level:

- The calendar method: which is the administrative organization of the schedules of the daily work activities using the special evaluation models prepared in advance and committed to such as the agenda and the Book of Appointments.
- The method of systems study: based on the division of labour in the organization into a set of systems. Each of these systems consists of a set of activities each with inputs and outputs, such as meetings, correspondence, and visitors. Activities are then analyzed in a detailed scientific way to determine the basic and secondary activities of each system, then identify the activities in terms of modification, deletion, and reduce the time allotted to them, and follow up their implementation as planned.
- The method of the memorizing systems: this method contains a number of effective systems that contribute to the practical saving time, including control panel system, distinguished information system, checklists, task lists for achievement, and plan sheets.
- The method of time and activity list analysis: based on creating lists of daily and weekly activities, based on the type of activity, its purpose, the time allocated for its implementation, the place of execution, and the number of individuals required implementing it (Vanderkam, 2010).

**2.17. Time in School Management:**

Time is one of the most important and scarce resources in the school community because it is intertwined in its main components and is synonymous with its five functions: planning, organizing, follow-up, directing and evaluating. School administration is time-bound in everything where it starts with time and ends with time, its working day is organized in different time units, and its educational and extracurricular activities are time-bound (Abd El-Baki, 1996). Time is an indication of the success or failure of the school administration in achieving its desired objectives, and the expected expectations of them by the official bodies in the educational administration (Arubayi, 1986).

**2.18. The Concept of School Time Management:**

It is the effective use of time during the exercise of administrative and technical activities to reach educational goals expected from the school within a specified period. Therefore, time management involves knowing how to spend time, analyze, and plan for effective use in the future (Commission of the European Communities, 1995). Based on this, the researcher defined time management as the optimum use of resources available to the school in achieving its goals with the least effort, within the limits of available school hours.

**2.19. The Importance of School Time Management:**

Time is the new measure of the management successfulness in all its aspects, a factor in the success or failure of the school administration. As well as, time is a guiding factor in the success and progress of the school principal (Diaz, 1994). The importance of time management lies in providing practical solutions to the problems facing the school administration, and it helps the school principal to find more time for himself and invest this time in thinking and planning (Khadra & Faouri, 1994). Moreover, the school time management avoids the tension of the school principal, relieves the pressure of work, and prepares to confront time wasting operation and controlling it (Klas & Hawkins, 1997).

**2.20. Time Wasting in School Administrative Work:**

Mackenzie & Nickerson (2009) defined sixteen points of school time wasting, the most important of which are: telephone calls, unexpected visitors, scheduled or emergency meetings, personal works, blurred communications, internal disorganization, repetitive tasks, lack of personal organization, a delegation of work, and ambiguity instructions. Which all can be controlled by full data collection, diagnosis of potential reasons, development of possible

solutions, selection of the most feasible solutions, and implementation of the appropriate solution.

### 2.21. School Principal Management of School Time:

Drucker (2006) asserted that a manager who cannot manage his time cannot manage anything else. On the other hand, the way in which the principal manages the time determines the values and trends in schoolwork. The extent to which he/she is aware of his/her ability to influence, and the control of the surrounding school environment, which is not an easy way to provide, because everyone uses time according to their priorities, plans, and procedures (Najjar, 2008). The effectiveness of the school principal is an acquired ability, and the principal can acquire and develop it. Some capacities that the principal can learn and develop, making himself an effective leader are effective decision-making, communication efficiency, time management, change management, and goal management (The European Education Information Network, 2010).

Warren & Others (2010) defined the effective school principal as the leader who works to achieve the expected results by virtue of his position. While Tylor (2007) said that he is the principal who knows that he cannot do everything at the same time, but he works according to priorities, starts with the most important and ends with the less important so that he can achieve as many goals as possible within the time available. Others believe that the school principal is able to lead and manage the work to allow for a larger and more efficient delivery in less time, which can reduce the time lost to the lowest possible level (Najjar, 2008). Consequently, time planning becomes meaningless if it is not accompanied by positive measures to prevent loss.

### 2.22. School Time Management Problem:

This can be limited into three major problems: organizational problems related to time, technical problems related to the concepts of efficiency and effectiveness, and psychological problems related to the behaviour of people engaged in administrative work (Coon, 2002). The problem in the management of school time lies in how do the administrators and educators use the time to accomplish the required work within its limits (Huffman & Jacobson, 2003).

**2.23. Conclusion:**

The study of time and its importance has attracted the attention of many researchers from the sixties of this century, starting with Mackey (1958) or perhaps before, till now, as with Newport (2016).

Time studies have touched on many issues, such as the importance of time as in Douglas & Douglass (1994), the time features as in Atkinson (1990), and the types of time as in Griessman (2002). Moreover, there are seven wastes of time in planning, organizing, staffing, mentoring, communication, decision-making and supervision as in Mackenzie & Nikerson (2009).

This section then presented the importance of time management and its steps as in Sutherland (2014), strategies as in Le-Blanc (2012), methods as in Saunders (2013), and principles as in Baily (2016)

Furthermore, the method of recording time and analyzing it was explained as in Pozen (2012). The section then dealt with the link between the administrative process in general and the time in the school administration in particular, as described by Abd El-Baki (1996), and identified its wasting by Mackenzie & Nikerson (2009), and explained its successful management as in Tyler (2007) and Najjar (2008).

However, the following section will explain the methodology that conducted this study.

**Chapter 3. Methodology:**

**3.1. Introduction:**

This section of the study presents the mechanism in which data collection was carried out on the subject of the study, namely, determining the effectiveness of time management among secondary school principals in Damascus Governorate.

This section contains the presentation of the survey questionnaire, its community, the mechanism used in the preparation of the tool, and its validity and relevance to the subject of the study. Moreover, this section details the dependent and independent variables, the ethical considerations of the study, and then presents the method of data collection and analysis statistically using the (SPSS) Program.

The study was carried out through the following steps:

- Definition of the study community by the Syrian Ministry of Education.
- Obtain the approval of the Syrian Ministry of Education.
- Identify the sample members of the study.
- Prepare the study tool hard copy and distribute it to the sample members during the first semester of the current academic year 2017-2018.
- Data collection and indexing.
- Data processing statistically using the SPSS program.
- The interpretation of study results.
- Issuing recommendations based on the results achieved.

**3.2. Study Analysis Method:**

The researcher relied on the descriptive analysis method for its relevance to the study objectives. Where the Study society consists of all 93 secondary school principals in Damascus Governorate, depending on what was stated in the statistics and records of the academic year 2017/2018 obtained by the researcher from the responsible authorities in the Ministry of Education in Damascus. As this method is suitable for study purposes.

### 3.3. Study Sample:

The study sample consists of a stratified random sample of 70 principals from secondary schools in Damascus, distributed in the two educational zones in Damascus City and Damascus Countryside, which equals 75% of the total study population of 93 principals. The researcher printed and distributed the study tool through the official channels of the Syrian Ministry of Education, because electronic communication may be difficult in accordance with the conditions of power outages in the field of study. This was done after the researcher verified the validity of the study tool and its relevance to achieving the objectives of the study. Table (3.1) below lists the distribution of the study sample according to the personal variables of the school principal and to the school and the educational zone variables:

| No. | Variable | Categories | | | Total |
|---|---|---|---|---|---|
| 1 | **School Principal's Age** | Less than 40 years old = 12 (17%) | 41 to 50 years old = 34 (49%) | 51 to 60 years old = 24 (34%) | **70 School Principals (100%)** |
| 2 | **School Principal's Gender** | Males = 39 (56%) | Females = 31 (44%) | | |
| 3 | **School Principal's Social Status** | Single = 9 (13%) | Married = 58 (83%) | Other = 3 (4%) | |
| 4 | **School Principal's Qualifications** | Diploma = 9 (13%) | Bachelors = 45 (64%) | Masters =16 (23%) | |
| 5 | **School Principal's Experiences** | Less than 6 years = 27 (39%) | 7 to 12 years = 32 (45%) | More than 13 years = 11 (16%) | |
| 6 | **School's Gender** | Males = 26 (37%) | Females = 38 (54%) | Mix = 6 (9%) | |
| 7 | **School Capacity** | Less than 400 learners = 16 (23%) | 401 to 800 Learners = 32 (46%) | More than 801 learners = 22 (31%) | |
| 8 | **Educational Zone** | Damascus City = 27 (53%) | Damascus Countryside = 33 (47%) | | |

*Table (3.1): Distribution of the sample of the study according to the personal variables of the school principal and variables of the school and the educational zone.*

**3.4. Study Design:**

This study included two types of variables, which are listed below:

3.4.1. Dependent Variables:

- The spending of the official working time by the school principal on the administrative tasks.

- The performance of the school principal for time management.

- The school principal's order of administrative tasks according to its degree of importance.

3.4.2. Independent Variables:

- The school principal's personal variables: Age, gender, marital status, academic qualification, years of experience.

- The school's variables: gender, educational level, numerical size.

- The educational zone variable.

**3.5. Study Tool:**

The researcher developed a two-part questionnaire as a tool for measuring time management and performance of the high school principals in Damascus Governorate by following these steps (See Appendix B):

3.5.1 Defining the tasks of the school principal:

1. Determine the official administrative tasks of the school's principal for the administrative, technical, and social administrative levels to formulate a time recording card to measure the time spent on each of the three administrative levels of the school administration (See Appendix B, Part 2).

2. Formulation of a five-point scale to measure the performance of the school principal to manage time at the three levels of the administrative process (See Appendix B, Part 3).

3.5.2. Defining the sources of information:

- Literary references related to school administration and educational administration.

• Publications of the Syrian Ministry of Education relevant to the job description of the tasks of the school principal and the school administration, and questionnaires of evaluating the performance of the school administration (The Syrian Ministry of Education, 2013).

• Previous studies related to the subject of the study.

3.5.3. Determining the paragraphs of each section of the questionnaire using the following steps:

1. Based on the sources of information mentioned above, the researcher formulated thirty-six paragraphs, as the daily registration questionnaire, to distribute daily working hours on the official tasks of school principals, covering all three administrative levels. The researcher also formulated seventy paragraphs for the second tool to measure the performance of the school manager for time management.

2. After the finalization of the tool paragraphs, the researcher presented the draft tool in its initial form to a group of experts with sufficient knowledge in the school administration and the nature of the tasks carried out by the principals. Therefore, seeking the expert's modifications and advice, and to ascertain the suitability and practice of the study tool on the ground.

According to that, the researcher deleted seven paragraphs from the first part of the tool, and confirmed (29) paragraph, as clearly distributed in the table below:

| No. | Management Task | Tool Paragraphs | Paragraph's Count |
|-----|-----------------|-----------------|-------------------|
| 1 | Administration | 1-14 | 14 |
| 2 | Technical | 15-26 | 12 |
| 3 | Social | 27-29 | 3 |
| Paragraph's Total | | | 29 |

*Table (3.2): Distribution of the study tool Paragraphs (1ˢᵗ Part) according to the three administration levels of the school management.*

The researcher also deleted 10 paragraphs from the second part of the tool, and set (54), distributed in the next table:

| No. | Management Task | Tool Paragraphs | Paragraph's Count |
|---|---|---|---|
| 1 | Administration | 36 - 1 | 36 |
| 2 | Technical | 50 - 37 | 14 |
| 3 | Social | 54 - 51 | 4 |
| **Paragraph's Total** | | | 54 |

**Table (3.3):** *Distribution of the study tool Paragraphs (**2nd Part**) according to the three administration tasks of the school management.*

3.5.4. Study Tool Description:

The tool included an introduction in which the researcher explained the objective of the study and its importance. It also included instructions to urge the respondents to respond seriously to the clauses of the tool and indicated that the information given will be treated with complete confidentiality and will be used for study purposes only. Moreover, the respondents were provided with understandable and clear instructions to help them answer all the paragraphs of the tool (See Appendix B).

The tool consisted of three parts, as follows:

- Part 1: includes the personal data of the study sample members and their schools in addition to the educational area, which are the independent study variables: age, gender, social status, qualifications, experiences, school capacity, and educational zone.
- Part II: includes 29 paragraphs, which represent the tasks of school principals. It asked the members of the sample to answer the survey questions by determining the amount of time spent in minutes for each mentioned task on daily working hours, determined by (7) hours a day. The time was split into three days of the week in the corresponding column boxes.
- Part III: includes fifty-four paragraphs to measure the performance of time management, which is arranged according to the three levels of management and it's different dimensions. This part used the Likert Scale: always, mostly, sometimes, rarely, and never, to be chosen by a (✓) sign. Moreover, the researcher provided the respondents with a question explaining to them what is required to be done in addition to explanatory clauses to facilitate the answer.

**3.6. Tool Stability:**

The researcher using (Cronbach Alpha) extracted the coefficient of stability of each of the three areas in each of the sections of the tool. The total stability coefficient for the twenty-nine paragraphs in the second section of the tool is (76.9), (See table 3.4 in Appendix C).

The value of the total stability coefficient of fifty-four paragraphs in the third section of the tool is (87.4), which is relatively high and fulfils the objectives of the study (See table 3.5 in Appendix C).

**3.7. Study Data Collection:**

After verifying the validity of the study tool and its relevance to achieving the objectives of the study, the researcher printed the questionnaire, distributed it to the sample of the study through the official channels of the Syrian Ministry of Education in the educational zones (Damascus city and Damascus countryside), and collected it through the same channels.

**3.8. Study Analysis Process:**

After collecting the questionnaires from the study sample, the researcher used statistical analysis programs to enter the data through (SPSS) to define the variables correctly, extract percentage in the analysis of structural questions, averages, standard deviations, and process the data. Statistical methods of treatment were used are T-test, One-way ANOVA, and Spearman Rank Correlation.

**3.9. Ethical Consideration and Tool Reliability and Validity:**

Ethical considerations were given importance throughout the study, as the researcher relied on the instrument's sincerity through the virtual honesty and the trust of the arbitrators.

To verify the authenticity of the tool, the researcher presented it to a committee of faculty members at the British University in Dubai, Damascus University and the New Generation School in Damascus. In order to judge the appropriateness of each of the clauses of the tool in terms of linguistic formulation, and the achievement of the goal that was it chosen for it.

Based on the feedback from the responses of the arbitrator's committee and their observations, the researcher analyzed and reworded some of the tool paragraphs to the existing final format (See Appendix B).

## 3.10. Conclusion:

The methodology and procedures described in this chapter led to the cooperation of all the responsible bodies in the Syrian Ministry of Education in Damascus, and the sample of the study society to produce high-quality statistical data, which contributed effectively to the analysis of these statistics and study them according to the procedures detailed earlier in this chapter. Thus, reaching clear and important results, which will be detailed in the next section.

**Chapter 4. Study Results:**

**4.1. Introduction:**

This chapter deals with the results of the study, which about to monitor the amount of daily time spent by secondary school principals in Damascus governorate on each of the administrative tasks, and the effect of some independent variables related to the principal, school and the educational zone on the performance of time management among respondents.

In this section, the main questions of the study and the answers obtained by the researcher will be presented in details. In addition, this section provides analysis of the most time-consuming tasks for secondary school principals in Damascus Governorate, and the least time-consuming tasks as well.

**4.2. Results and Answers to the Study Questions:**

**4.2.1. The first question in the study stated that:**

What is the amount of time spent by the principals of secondary schools in Damascus Governorate in daily work timings on each of the required official tasks?

This question was answered by means of the statistical descriptive method, by extracting the arithmetical averages, standard deviations and percentages of responses for each of the official tasks of secondary school principals in Damascus Governorate.

The table below presents the results as follows:

| No. | School Principal's Tasks | Males (32) | | | Females (38) | | | Total (70) | | |
| | **Administrative 1** | Average Time in Minutes | Deviation | % | Average Time in Minutes | Deviation | % | Average Time in Minutes | Deviation | % |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Inspect and maintain school buildings and ensure their needs. | 13.2 | 6.93 | 2.9 | 12.1 | 4.31 | 2.9 | 12.61 | 5.64 | 2.9 |
| 2 | The daily supervision of the cleanliness of school buildings, canteen and facilities | 12.5 | 4.3 | 2.7 | 12.6 | 5.66 | 3 | 12.54 | 5.03 | 2.8 |
| 3 | Preparation and follow-up of financial and school records. | 12.8 | 7.01 | 2.8 | 16.5 | 8.47 | 3.8 | 14.80 | 7.99 | 3.4 |
| 4 | Preparing the financial reports and annual budget and submitting them to the authorities. | 13.5 | 13.20 | 2.9 | 11.6 | 9.16 | 2.7 | 12.46 | 11.14 | 2.8 |
| 5 | Follow-up of student's street crossing to school at the beginning and end of the day. | 10.3 | 7.56 | 2.3 | 7.4 | 10.38 | 1.8 | 8.76 | 9.25 | 2 |
| 6 | Supervision of the morning assembly and the entry of students and teachers to classes. | 15.0 | 6.83 | 3.3 | 14.5 | 4.85 | 3.4 | 14.71 | 5.79 | 3.4 |
| 7 | Receiving telephone calls. | 17.4 | 12.14 | 3.8 | 14.8 | 5.51 | 3.5 | 16.00 | 9.18 | 3.6 |

***Table (4.1.1):*** *Mean averages and standard deviations of the average time spent on **administrative 1** tasks by school principals per day.*

| No, | School Principal's Tasks | Males (32) | | | Females (38) | | | Total (70) | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Administrative 2 | Average Time in Minutes | Deviation | % | Average Time in Minutes | Deviation | % | Average Time in Minutes | Deviation | % |
| 8 | Follow daily correspondence and school mail. | 20.9 | 9.26 | 4.5 | 17.2 | 6.41 | 4.1 | 18.87 | 7.99 | 4.3 |
| 9 | Reception of school visitors. | 25.4 | 11.57 | 5.5 | 20.7 | 9.03 | 4.8 | 22.87 | 10.46 | 5.2 |
| 10 | Preparation of statistics and daily reports. | 17.1 | 8.40 | 3.7 | 15.5 | 5.94 | 3.7 | 16.21 | 7.16 | 3.7 |
| 11 | Follow-up of teachers and workers daily affairs. | 21.2 | 9.93 | 4.6 | 15.5 | 7.15 | 3.7 | 18.11 | 8.93 | 4.1 |
| 12 | Organization of formal and informal meetings. | 14.2 | 9.28 | 3.1 | 12.9 | 4.31 | 3.6 | 13.54 | 7.47 | 3.1 |
| 13 | Follow-up of the lesson weekly plan implementation. | 12.6 | 4.24 | 2.7 | 10.9 | 5.67 | 2.5 | 11.66 | 4.58 | 2.7 |
| 14 | Perform personal tasks. | 8.0 | 4.96 | 1.7 | 7.6 | 8.47 | 1.8 | 7.80 | 5.64 | 1.8 |

**Table (4.1.2):** *Mean averages and standard deviations of the average time spent on* **administrative 2** *tasks by school principals per day.*

| No. | School Principal's Tasks | Males (32) | | | Females (38) | | | Total (70) | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **Technical 1** | Average Time in Minutes | Deviation | % | Average Time in Minutes | Deviation | % | Average Time in Minutes | Deviation | % |
| 15 | Follow-up the work of the various school committees. | 12.1 | 4.60 | 2.6 | 12.4 | 9.16 | 2.9 | 12.24 | 5.03 | 2.8 |
| 16 | Authorize teachers, employees and students to carry out administrative tasks. | 11.3 | 6.85 | 2.5 | 10.9 | 10.38 | 2.6 | 11.09 | 7.99 | 2.5 |
| 17 | Solve the personal, professional, and functional problems of teachers and workers. | 14.2 | 6.71 | 3.1 | 12.9 | 4.85 | 3.1 | 13.51 | 11.14 | 3.1 |
| 18 | Solve students' behavioral and daily achievement problems. | 27.6 | 17.01 | 6 | 18.0 | 5.51 | 4.2 | 22.4 | 9.25 | 5.1 |
| 19 | Oversee and evaluate the implementation of treatment plans for vulnerable students. | 16.5 | 12.80 | 3.6 | 16.4 | 6.41 | 4 | 16.4 | 5.80 | 3.6 |
| 20 | Motivate students to develop their achievements and show their talents and creations. | 13.8 | 6.86 | 3 | 13.5 | 9.03 | 3.2 | 13.6 | 9.18 | 3.1 |

*Table (4.1.3): Mean averages and standard deviations of the average time spent on **technical 1** tasks by school principals per day.*

| No. | School Principal's Tasks | Males (32) | | | Females (38) | | | Total (70) | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Technical 2 | Average Time in Minutes | Deviation | % | Average Time in Minutes | Deviation | % | Average Time in Minutes | Deviation | % |
| 21 | Contribute to the curriculum development. | 10.9 | 6.41 | 2.4 | 11.1 | 5.94 | 2.6 | 11.0 | 7.99 | 2.5 |
| 22 | Assisting teachers in developing goals, plans and school activities. | 12.3 | 5.03 | 2.7 | 11.3 | 7.15 | 2.7 | 11.7 | 10.46 | 2.7 |
| 23 | Follow-up the teacher's preparation of lesson plans. | 18.0 | 10.45 | 3.9 | 14.7 | 5.58 | 3.5 | 16.2 | 7.16 | 3.7 |
| 24 | Follow-up planning and implementation of classroom and extra-curricular activities. | 16.0 | 9.23 | 3.5 | 14.0 | 4.77 | 3.3 | 14.9 | 8.93 | 3.4 |
| 25 | Organize classroom visits for teachers to guide them and evaluate their performance. | 22.3 | 16.20 | 4.8 | 26.5 | 5.69 | 6.2 | 24.5 | 7.47 | 5.6 |
| 26 | Teacher's professional and personal development. | 20.3 | 27.96 | 4.4 | 22.0 | 4.65 | 5.1 | 21.2 | 4.58 | 4.8 |

*Table (4.1.4): Mean averages and standard deviations of the average time spent on **technical 2** tasks by school principals per day.*

| No. | School Principal's Tasks | Males (32) | | | Females (38) | | | Total (70) | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Social | Average Time in Minutes | Deviation | % | Average Time in Minutes | Deviation | % | Average Time in Minutes | Deviation | % |
| 27 | Involve teachers and parents in school decision making. | 12.9 | 5.35 | 2.8 | 15.1 | 4.00 | 3.6 | 14.1 | 5.33 | 3.2 |
| 28 | Facilitate the use of school resources to serve learners and community. | 12.2 | 7.49 | 2.6 | 9.8 | 4.67 | 2.3 | 10.9 | 6.09 | 2.5 |
| 29 | Activate and organize the relationship between the school and the community. | 13.4 | 12.34 | 2.9 | 11.0 | 6.72 | 2.6 | 12.1 | 8.89 | 2.8 |
| | **Total Average** | 15.3 | 4.57 | 100 | 13.4 | 2.93 | 100 | 14.6 | 4.10 | 100 |

**Table (4.1.5):** *Mean averages and standard deviations of the average time spent on **social** tasks by school principals per.*

According to the results shown in Tables (4.1) above, the total working time for all (70) school principals per day was (512.35) hours, or (30741) minutes, the sum of (245.46) hours or (14728) working minutes for (32) male principals, and (266.88) hours or (16013) minutes for (38) female principals. This gives each male principal an average of (7.6) working hours per day, versus (7.0) working hours only for the female principal.

Furthermore, the next table shows the highest and lowest three tasks in terms of the average amount of time spent on tasks as expressed by the respondents' view:

| | Order | Time | Highest Tasks | Order | Time | Lowest Tasks |
|---|---|---|---|---|---|---|
| **Male Principals** | 1 | 27.6 | Solve students' behavioural and daily achievement problems. | 27 | 10.9 | Contribute to the curriculum development. |
| | 2 | 25.4 | Reception of school visitors. | 28 | 10.3 | Follow-up of student's street crossing to school at the beginning and end of the day. |
| | 3 | 22.3 | Organize classroom visits for teachers to guide them and evaluate their performance. | 29 | 8 | Perform personal tasks. |
| **Female Principals** | 1 | 26.5 | Organize classroom visits for teachers to guide them and evaluate their performance. | 27 | 9.8 | Facilitate the use of school resources to serve learners and community. |
| | 2 | 22.0 | Teacher's professional and personal development. | 28 | 7.6 | Perform personal tasks. |
| | 3 | 20.7 | Reception of school visitors. | 29 | 7.4 | Follow-up of student's street crossing to school at the beginning and end of the day. |
| **Both Genders Principals** | 1 | 24.5 | Organize classroom visits for teachers to guide them and evaluate their performance. | 27 | 10.9 | Facilitate the use of school resources to serve learners and community. |
| | 2 | 22.9 | Reception of school visitors. | 28 | 8.8 | Follow-up of student's street crossing to school at the beginning and end of the day. |
| | 3 | 22.4 | Solve students' behavioural and daily achievement problems. | 29 | 7.8 | Perform personal tasks. |

*Table (4.2): the highest and lowest three tasks in terms of the average amount of time spent on tasks as expressed by the respondents' view*

Tables (4.1) earlier indicated that the average amount of time spent on all tasks for each of the three levels of school administration was as follows:

1. The administrative tasks (1-16) reached (3.7) hours, (51.1%) of total working time.
2. The technical tasks (17-27) reached (3) hours (40.8%).
3. The social tasks (28-30) reached (0.58) hours (8.1%).

Therefore, the above facts result in the following:

- There is a clear difference in total working hours between male and female principals, as well as between male principals and female principals separately. As some of them is working less than official working hours. It clearly indicated in Table (4.1) that the working average of male principals reached (7.6) hours per day compared to only seven hours for female principals.

- There is a difference for time spent among the different management tasks. For example, Task No. (28) in Table (4.1.5) showed that it was done in (12.3) minutes of working time by male principals compared to only (9.8) minutes by female principals.

- There is a difference in the views of the respondents in the order of tasks according to their importance. Table (4.2) shows that the most important task for male principals is to solve the behavioural and daily problems of learners, while it is replaced by the organization of classroom guidance visits in females. However, this last task ranked third in importance among male principals.

- There is an agreement of the principal's views about descending the highest and lowest three tasks in terms of the amount of time spent. Clearly seen through the results in Table (4.2) that both genders of principals were interested in classroom observation visits, receiving visitors, and solving daily behavioural problems for learners, despite the uneven order of priorities.

**4.2.2. Regarding the second question of the study, which states:**

Are there significant differences in the rate of daily time spent on all tasks for each of the three levels of school management: administrative, technical and social among secondary school principals in Damascus Governorate?

This question was answered by extracting the arithmetical averages and the standard deviations of the responses of the study sample members towards the followings:

4.2.2.1. How much time spent on all administrative tasks according to the gender variable?

The results showed that the number of respondents in the male category was (32) principals, their mean average was (14.8477) minutes. While female respondents were (38) principals, their mean average was (13.3191) minutes.

The comparison shows that there is a statistical difference between the averages of (1.53) minutes for male principals. (See Table 4.3 in Appendix C)

The researcher attributes the finding to the high volume of behavioural problems and non-compliance with the school rules in male schools than female schools. Therefore, the daily practice of the managerial level of male principals is greater than that of female principals because of the increase in the number of visitors, clerical works, telephone communications, the size of learner's problems, and daily checkup of school buildings.

This result was consistent with the results of a number of studies, including Buck (1997), Gonging & Yongxin (2000), but differed with the results of some studies, such as Mohall & Najafzadeh (2015). The reason for the differences is the difference in the study population, its size, and the methods of treatment used.

4.2.2.2. How much time spent on all technical level tasks according to gender variable?

By comparing the average daily working hours of males and females principles, there was a statistical difference of (0.8329) minutes for males. The mean average of male respondents was (16.7898) minutes. While the mean average for female principals was (15,9569) minutes. (See Table 4.4 in Appendix C).

The researcher attributed this result to the neglect of male and female school principals of the tasks of this level and their focus on administrative level tasks.

This finding was consistent with the results of a number of previous studies, such as Campbell and Neill (1992), but differed with Buck (1997) and Gonging & Yongxin (2000).

### 4.2.2.3. How much time spent on all social level tasks according to the gender variable?

A comparison of the average daily working hours of males and females principals reveals a statistical difference of (1.8) minutes for males. The results showed that the male arithmetic average was (12.6667) minutes, while the female average was (10.9211). (See Table 4.5 in Appendix C).

The researcher attributes this finding to the same reason in 4.1.2.2 above.

This finding was consistent with the results of a number of previous studies, including Campbell and Neill (1992), but differed with the results of Buck (1997), and Gonging & Yongxin (2000)

### 4.2.3. Regarding the third question of the study that states:

Is the performance of time management among high school principals in Damascus Governorate different at all the three levels of management according to the personal variables of the principals such as age, gender, social status, qualification, and experiences?

The researcher answered this question by extracting the arithmetical averages and standard deviations of the study sample responses to the time management performance according to the followings:

### 4.2.3.1. Is there any difference in performance of time management among high school principals in Damascus Governorate based on their ages?

By comparing the averages of the three age groups in the next table:

| Principal's Age | Quantity | Arithmetical Averages | Standard Deviations |
|---|---|---|---|
| **1-40 years old** | 12 | 254.50 | 17.085 |
| **41-50 years old** | 34 | 256.21 | 20.454 |
| **51-60 years old** | 24 | 259.45 | 36.243 |
| **Total** | 70 | 257.03 | 26.229 |

*Table (4.6):* *The arithmetical averages and standard deviations of the responses distribution of the sample members to the degree of time management performance of tasks according to the age variable.*

A difference of (4.95) recorded for the third age group (51-60) years. Therefore, to verify the statistical significance of this difference, the researcher used the (One-way ANOVA) statistical processing method, where the calculated value was (0.170) and the level of significance was (0.840). Thus, there are no significant differences between the performances of average time management among principals of the three age groups. Because it is small calculation difference that has no significant significance.

The researcher attributed this result to the commitment of principals of different age groups to implement the same directives and instructions adopted by the Ministry of Education. As well as to the continuous emphasis on the exercise of the same experiences that were trained in the standard training courses that they attended. Furthermore, disallowing them to use the modern management skills they have learned or acquired during college.

This finding coincided with the results of Buck (1997) but differed with the results of Hartley and Trueman (1996), and Ho (2003).

4.2.3.2. Is there any difference in performance of time management among high school principals in Damascus Governorate based on their genders?

The results showed that the average of the calculation of male principals was (260.06) but was (254.47) for female principals. In comparing, there was an average difference of (5.59) for male principals. Noting that (T-Test) results showed that the calculated value is (0.880) and the significance level (0.370).

The researcher attributes the result to that all principals are following the same training patterns, methods, and instructions during the daily administrative work of the school. In addition to abiding the same directives although, they may not be convinced of.

Hartley and Trueman (1995) and Hartley and Trueman (1996) disagreed with the differences according to the nature of their administrative community and the conditions of discussion and modification available in their community.

4.2.3.3. Is there any difference in performance of time management among high school principals in Damascus Governorate based on their Social Status?

By comparing the averages of the three age groups distributed in the table below:

| Social Status | Quantity | Arithmetical Averages | Standard Deviations |
|---|---|---|---|
| Single | 9 | 252.00 | 15.984 |
| Married | 58 | 259.09 | 27.286 |
| Other | 3 | 232.33 | 18.502 |
| Total | 70 | 257.03 | 26.229 |

*Table (4.7): The arithmetical averages and the standard deviations of the responses distribution of the sample members to the time management performance according to the social situation variable.*

A difference of (26.76) for the married principals showed. However, the (One-way ANOVA) statistical processing method indicated a calculation value of (1.708), and the level of significance (0.189) which is a very small value that shows no significant differences between the average time management performances of school principals on three variable social status categories.

The researcher attributes this result to the reason that they all received the same experiences, practices, methods, and instructions during the daily performance of time management.

This result was consistent with the results of a number of previous studies, including Faouri & Khadra (1993). However, contradicted Maury and others (1995).

4.2.3.4. Is there any difference in performance of time management among high school principals in Damascus Governorate based on their scientific qualification?

By comparing the averages of the three qualifications groups in the next table:

| Principal's Qualifications | Quantity | Arithmetical Averages | Standard Deviations |
|---|---|---|---|
| Diploma | 8 | 271.75 | 49.833 |
| Bachelors | 44 | 254.52 | 20.639 |
| Masters & PHD | 18 | 256.61 | 23.956 |
| **Total** | 70 | 257.03 | 26.229 |

*Table (4.8):* *The arithmetical averages and the standard deviations for the responses distribution of the sample members to the time management performance according to the scientific qualification variable.*

A difference of (17.23) observed for the principals who hold the diploma degree. However, according to the (One-way ANOVA), the calculated value was (1,484) and the significance level was (0.230), which does not show a significant significance.

The researcher attributes this result to the culture, experience and in-service training of all principals, and to the use of the same skills and methods while performing their time management on their daily tasks. This result was consistent with the results of previous studies.

4.2.3.5 Is there any difference in performance of time management among high school principals in Damascus Governorate based on their Years of experience?

By comparing the averages of the three variable of experiences in the table below:

| Principal's Experience | Quantity | Arithmetical Averages | Standard Deviations |
|---|---|---|---|
| 0 – 6 years | 11 | 257.27 | 23.182 |
| 7 – 14 years | 23 | 253.70 | 21.344 |
| More than 15 years | 36 | 259.08 | 30.078 |
| **Total** | 70 | 257.03 | 26.229 |

*Table (4.9):* *The mean and standard deviations of the responses distribution of the sample members to the time management performance according to the years of experience variable.*

The difference between them was (5.38) for the category of principals with more than 15 years of experience. However, the (One-way ANOVA) calculated a value of (0.290) and the level of significance was (0.740), which does not have a significant significance.

The researcher attributes this result, to the same methods and management skills in daily practice. Furthermore, the Ministry of Education does not allow them to experiment with other alternatives of higher efficiency.

This result was consistent with the results of a number of studies, including Buck (1997), and differed with the results of Maury and others (1995).

### 4.2.4. Regarding the fourth question of the study:

Is the performance of time management among high school principals in Damascus Governorate different from all three levels of management according to the variables of the school, such as the school's gender, and the number of learners?

The researcher answered this question by extracting the arithmetical averages and standard deviations of the sample responses to the time management performance according to the followings:

4.2.4.1. Is there any difference in performance of time management among high school principals in Damascus Governorate based on the school gender?

By comparing the averages of the three school genders in the table below:

| School's Gender | Quantity | Arithmetical Averages | Standard Deviations |
|---|---|---|---|
| Males | 25 | 262.68 | 32.035 |
| Females | 35 | 252.63 | 23.515 |
| Mixed | 10 | 262.68 | 16.826 |
| Total | 70 | 252.63 | 26.229 |

*Table (4.10): The arithmetic averages and the standard deviations of the sample member's responses to the time management performance according to the school gender variable.*

A difference of (10.05) observed for the male school principals category, which is an important value but not a significant significance according to the method of statistical processing (One-way ANOVA) which showed (0.343).

The researcher attributes this result to the same reasons as in the study of the effect of variable years of experience, adding a slight difference to the male-gendered schools because of their controllable aggressive behaviour and problems.

This finding was consistent with the results of the Arab studies, while contradicted with Phillips (2002).

4.2.4.2. Is there any difference in performance of time management among high school principals in Damascus Governorate based on the number of learners in the school?

| Number of Learners in The School | Quantity | Arithmetical Averages | Standard Deviations |
|---|---|---|---|
| Less than 400 | 15 | 257.73 | 22.369 |
| 401-800 | 31 | 256.81 | 32.988 |
| More than 801 | 24 | 256.88 | 18.426 |
| Total | 70 | 257.03 | 26.229 |

*Table (4.11): The mean and standard deviations of the sample members responses to the time management performance according to the number of learners in the school.*

By comparing the averages of the three categories in Table (4.11), a difference of (0.92) observed only, for the category of small school principals (from 1 to 400). Which is equivalent to (0.990) according to (One-way ANOVA).

The researcher attributes this result to the unity of the experience component of the respondents and the use of the same techniques and skills during their time management skills on their daily tasks.

This finding consistent with the results of the study by Tanner and other (1991), Campbell and Neill (1992), and Johnston (1993)

### 4.2.5. As for the fifth and last question, which states:

Is the performance of time management among high school principals in Damascus Governorate different from all three levels of management according to the variable of the district?

The table below shows the statics averages of the sample responses to the time management performance according to the educational zone:

| Educational Zone | Quantity | Arithmetical Averages | Standard Deviations |
|---|---|---|---|
| Damascus City | 37 | 329.69 | 40.197 |
| Damascus Countryside | 33 | 294.05 | 35.851 |
| **Total** | 70 | 311.87 | 38.024 |

*Table (4.12): The arithmetical averages and the standard deviations of the school principals time management performance according to the educational area.*

In comparison to the averages of the two educational zones, a difference of (35.64) points was noted for the school principals in Damascus City educational zone. Which is considerable equivalent to (0.680) according to (T-Test).

The researcher attributed this finding to the effect of variable years of experience, in addition to the war actions taking place in the countryside zone these years. This result was consistent with the results of other studies, except Campbell and Neill (1992).


**4.3. Study Results Summary:**

According to the stated results, a summary can indicate the followings:

4.3.1. About the amount of time spent by the principals of secondary schools in Damascus Governorate in daily work timings on each of the required official tasks, the results shown in Tables (4.1), that male school principals spent an average of daily (0.6) working hour more than female principals.


4.3.2. About the significant differences in the rate of daily time spent on all tasks for each of the three levels of school management: administrative, technical and social among secondary school principals in Damascus Governorate, the comparison showed that there is a statistical difference between the averages for male principals.


4.3.3. About the performance of time management among high school principals in Damascus Governorate according to the personal variables of the principals, the results showed that there

is a statistical difference between the averages for older married male principals of ages (51-60) who holds a diploma certificate with fewer years of experience.

4.3.4. About the performance of time management among high school principals in Damascus Governorate according to the school's gender, and the number of learners, the results showed that there is a statistical difference between the averages for small sized schools of male learners.

4.3.5. About the performance of time management among high school principals in Damascus Governorate according to the educational zone, the results showed that there is a statistical difference between the averages for schools in Damascus City Zone.

## 4.4. Conclusion:

Male school principals with less experience and lower level diplomas were more fortunate for time spent on tasks, as well as for schools of male learners. Unlike female principals and schools with larger numbers of learners.

However, the following section will discuss, analyze, and establish the appropriate reasons for these results.

**Chapter 5. Discussion of the Study Results:**

**5.1. Introduction:**

This chapter discusses the results of the study in the light of the objectives of this study. In addition, compares them with the results of other relevant studies. Therefore, to develop the appropriate explanations and justifications that led to the findings of this study, and then to crystallize a number of recommendations to help scholars in their further studies in many educational institutions involved in improving time management. Hence, the development of the performance level of school principals in Syria.

The results of the analysis about the five study questions mentioned clearly and briefly at the end of the previous chapter (4.3), showed a clear variation in the average responses of the study sample members towards the rate of time spent on all the tasks of the secondary school principals in Damascus Governorate. Covering the three levels of the school administration. The results also reflected the focus of school principals on giving administrative level tasks more time than other levels, knowing that the core of the administrative work of the manager is the technical level. (See previous sections 4.3.1-4.3.5).

**5.2. Detailed Discussion of the Study Results:**

To discuss the results in a systematic manner, the administrative tasks were reviewed and re-ordered according to the rate of time spent on by the views of all (70) principals through their responses to the first question in this study:

What is the amount of time spent by the principals of secondary schools in Damascus Governorate in daily work timings on each of the required official tasks?

5.2.1. Organize classroom visits for teachers to guide them and evaluate their performance:

This was the task number (25) in the questionnaire. The total responses were (1717) minutes, and the average time spent was (24.53) minutes, as (5.7%) of the official daily working time of the Principal. Thus, this task ranked first in terms of order of tasks, based on the amount of time spent.

The researcher attributed this result to the interest of Arab principals in general in monitoring the performance of teachers and learners in the school, in addition to the frequent supervisory visits by the Ministry of Education.

This finding matched with the results of a number of previous studies, including Blendinger and Snipes (1996), but differed with the results of a number of studies, including Krug (1992).

### 5.2.2. Reception of school visitors:

This was the task number (9) in the questionnaire. The total responses were (1601) minutes, and the average time spent was (22.87) minutes, as (5.2%) of the official daily school time. Accordingly, the task ranked second based on the amount of time spent on.

The researcher attributed the reasons for this to the number of visitors visiting the school, and the strength of the relationship between the school principal and the community. Moreover, male school principals have a strong relationship with the community and its institutions more than female principals.

This finding agreed with the results of some studies, including Blendinger and Snipes (1996), and differed with the results of Arubayi (1986).

### 5.2.3. Solve students' behavioural and daily achievement problems:

This was the task number (18) in the questionnaire. The total responses were (1567) minutes, the average time spent was (22.39) minutes, as (5.1%) of the official daily working time. Accordingly, this task ranked third in terms of the amount of time spent on it.

The results show that male principals spend more time on this task than female principals do. The larger the problem, the more time spent for the principal. We see here an increase in the number of problems of education and achievement in male schools than in female schools.

This finding came close to most of the Arab studies results and differed with the results of Arubayi (1986).

## 5.2.4. Follow daily correspondence and school mail:

This was the task number (8) in the questionnaire. The total responses were (1321) minutes, the average time spent was (18.88) minutes, as (4.3%) of the school principal daily official time.

The researcher attributes the reasons for this to a large number of messages received by the school administration, the response time required, and the failure to recruit a secretary or a deputy director, who can save the time and effort of the school principal.

This finding was consistent with the results of a number of studies, including Titus (1995), but differed with the results of Krug (1992).

## 5.2.5. Follow-up of teachers and workers daily affairs:

This was the task number (11) in the questionnaire. The total responses were (1268) minutes, the average time spent was (18.11) minutes, as (4.1%) of the official daily working time. Thus, ranked fifth in terms of the amount of time spent on tasks.

The results showed that male principals spend more time on this task than female principals did. Moreover, the researcher attributed the reasons to the size of problems, violation of school rules, refusal of instructions, and the difference in the teacher's load, program, preparation, and professional problems. Therefore, the follow-up process has increased the amount of time spent on this task. It is also uneven among schools.

This finding was agreed with the results of most studies but inconsistent with the results of Arubayi (1986).

## 5.2.6. Oversee and evaluate the implementation of treatment plans for vulnerable students:

This was the task number (19) in the questionnaire. The total responses were (1151) minutes, the average time spent was (16.44) minutes of the official daily working time. Accordingly, ranked sixth. The comparison shows that male principals spend more time on this task than females. The researcher attributed the reasons for this to the high level of educational achievement among female students and low achievement level among male learners.

This finding came close to the results of a number of studies, including Coon (2002).

### 5.2.7. Follow-up the teacher's preparation of lesson plans:

This was the task number (23) in the questionnaire. The total responses were (1137) minutes, the average time spent was (16.24) minutes, as (3.7%) of the official daily working time. Once again, male school principals spent more time on this task than females.

The researcher attributed the reasons for this result to the manager's commitment to instructions and formality more than the spirit of the rule. In addition, to the high level of discipline and compliance with instructions of female teachers, unlike male teachers who are less committed to instructions.

This finding was consistent with the results of some studies, including Campbell and Neill (1992).

### 5.2.8. Preparation of statistics and daily reports:

This was the task number (10) in the questionnaire. The total responses were (1135) minutes; the average time spent was (16.21) minutes, as (3.6%) of the official daily working time. Accordingly, ranked eighth.

The researcher attributed the reasons for this to the density of required statistics from male and female principals, manual use, lack of reliance on the automation of the written process, the non-use of ready-made templates, and the absence of a deputy vice-principal or secretary at the school.

This result was consistent with previous studies but contradicted with Krug (1992).

### 5.2.9. Receiving telephone calls:

This was the task number (7) in the questionnaire. The total responses were (1120) minutes, the average time spent was (16) minutes, as (3.6%) of the official daily working time. Therefore, this task ranked ninth in terms of the amount of time spent on. The researcher attributed the reasons for this to the higher size of school principal's relations with the community. Thus, the need to solve many school issues, frequent follow-ups and school needs with the educational administration in the region on the phone. This result was agreed with the results of some studies, including Titus (1995), but opposed the results of Krug (1992).

## 5.2.10. Follow-up planning and implementation of classroom and extra-curricular activities:

This was the task number (24) in the questionnaire. The total responses were (1045) minutes; the average time spent was (14.93) minutes, as (3.7%) of the official daily working time.

The researcher attributed the reasons for this to the school principal who proves the efficiency of the school through achieving the largest number of classroom and extracurricular activities. Moreover, male schools participate in most of the activities organized by the educational zone management, for more achievements among schools. In fact, it does not reflect the amount of real time spent on these activities and events, both during and after work.

This finding was consistent with the results of some studies, including Campbell and Neill (1992), but differed with the results of Phillips (2002).

## 5.2.11. Preparation and follow-up of financial and school records:

This was the task number (3) in the questionnaire. The total responses were (1036) minutes; the average time spent was (14.8) minutes, as (3.4%) of the official daily working time.

This task results showed a clear discrepancy in favour of female principals. The researcher attributed the reasons for this to that the school female principal cares about the records cleanliness, beauty, and organization more. Moreover, her full commitment to implement all the instructions of the educational zone management and her keenness to prepare the required on time.

This finding was consistent with the results of a number of studies, including Hill (1989), but differed with the results of Willis (1980) and Krug (1992).

## 5.2.12. Supervision of the morning assembly and the entry of students and teachers to classes:

This was the task number (6) in the questionnaire. The total responses were (1151) minutes, the average time spent was (14.71) minutes, as (3.4%) of the official daily working time.

The results of this task show a clear variation for male principals (See Table 4.1.1 in Appendix C). The researcher attributed the reasons for this discrepancy to the principal's insistence on the full implementation of all the details of this task to inform the learners and the faculty about

how the principal controls all things as he is the first man of the school and all things must be done through him and with his consent.

This finding was consistent with most studies but differed with the results of Abd El-Baki (1996), which found that female principals were more severe than male principals in some Arab countries.

5.2.13. Involve teachers and parents in school decision making:

This was the task number (27) in the questionnaire. The total responses were (985) minutes, the average time spent was (14.1) minutes, as (3.2%) of the official daily working time.

The reason for this is attributed to the male principals' reliance on mentors and training courses organized by the educational zone administration during vacations at the end of the academic year, as well as their lack of understanding of their job duties properly. However, this is not positive and a dangerous indicator.

This finding was consistent with the results of a number of studies, including Hill (1989), but differed with the results of Krug (1992).

5.2.14. Motivate students to develop their achievements and show their talents and creations:

This was the task number (20) in the questionnaire. The total responses were (954) minutes, and the average time spent was (13.63) minutes, as (3.1%) of the official daily working time.

Results show a slight difference of time spent for female principals (See table 4.1.3 in Appendix C). The researcher attributed the reasons for this to the lack of male principals awareness of their basic work tasks and improving the school educational level. This is a serious indicator where more time must be allocated for this task. Female principals' interest in the professional development of female teachers, based on their awareness of the value of this task, and its impact on increasing the level of performance and educational cognizance.

This finding was consistent with most studies but differed with Abd EL-Baki (1996)

### 5.2.15. Organization of formal and informal meetings:

This was the task number (12) in the questionnaire. The total responses were (948) minutes, the average time spent was (13.54) minutes, as (3.1%) of the daily working time.

The researcher attributed the reasons for this to the lack of preparation and good planning by principals, the large number of side conversations, and the lack of meetings control. However, more meetings do not necessarily mean that the amount of time spent on it is achieving its desired goals within the time limit.

This result was consistent with the results of Hill (1989), Willis (1980), and Krug (1992).

### 5.2.16. Solve the personal, professional, and functional problems of teachers and workers:

This was the task number (17) in the questionnaire. The total responses were (946) minutes, the average time spent was (13.51) minutes, as (3.1%) of the official daily working time.

The researcher attributed the reasons for this increase to the abundance and diversity of problems that were not taken into account earlier. Moreover, the increased size of paralytic teachers wastes the principal's time to study the reasons and develop appropriate solutions.

This result coincided with the results of most studies and differed with the results of Blendinger and Snipes (1996).

### 5.2.17. Inspecting, maintaining and securing school buildings:

This was the task number (1) in the questionnaire. The total responses were (883) minutes, and the average time spent was (12.61) minutes, as (2.9%) of the official daily working time.

The researcher attributed the reasons for this to the lack of authorization of male principals to their deputies to carry out this task, and the excessive attention of male principals to achieve the best school building award in the educational zone. The researcher sees that the director may achieve in this direction, but loses time on the implementation of an easy task that others can do.

This finding agreed with the results of previous studies but contradicted with Arubayi (1986).

5.2.18. The daily supervision of the cleanliness of school buildings, canteen and facilities:

This was the task number (2) in the questionnaire. The total responses were (878) minutes, and the average time spent was (12.54) minutes.

The results showed a clear interest of females in the cleanliness of the environment more than males. Because this task is part of their core work and the best knowledge of its performance. In addition to their interest in the student's health and safety more than males. However, the researcher sees in both cases the need to delegate this task to the vice-principal of the school and the faculty members under the supervision of the principal, in order to provide more time to principals to finish more important tasks.

This result was consistent with all results of previous studies.

5.2.19. Preparing the financial reports and annual budget and submitting them to the authorities:

This was the task number (4) in the questionnaire. The total responses were (872) minutes and the average time spent was (12.5) minutes, as (2.8%) of the official working day.

The researcher attributed this to the lack of assigning this task to the vice-principals is it is the core of their work. In addition to the lack of principal's confidence in the sufficient ability of others to implement this task as required. Moreover, the reliance on manual work instead of computerized because of the bad conditions of power and Internet currently during the war.

This finding was consistent with the results of a number of studies, including Hill (1989), but differed with the results of Krug (1992).

5.2.20. Follow-up the work of the various school committees:

This was the task number (15) in the questionnaire. The total responses were (857) minutes, and the average time spent was (12.24) minutes, as (2.8%) of the official working day.

The researcher attributed this result to the female principals' interest in the quality of the outputs of this task, their keenness to strengthen the abilities of the learners.

This finding was consistent with the results of Hill (1989) but differed with the results of Krug (1992) and Abd El-Baki (1996).

5.2.21. Activate and organize the relationship between the school and the community:

This was the task number (29) in the questionnaire. The total responses were (849) minutes, the average time spent was (12.13) minutes, as (2.8%) of the official working day.

The researcher attributed the reasons for this to the strength of the social relationships of the school principal and its effectiveness with the community and its institutions. With the aim of using these relations in the service of the school community, and solving its financial problems.

This finding was consistent with the results of the other studies but differed with the results of Krug (1992).

5.2.22. Facilitate the use of school resources to serve learners and community:

This was the task number (28) in the questionnaire. The total responses were (848) minutes, and the average time spent was (12.11) minutes, as (2.8%) of the official working day.

The researcher attributed the reasons for this to the fact that the relationship of male principals to the local community is stronger. Therefore, community institutions are directed more to principals and interact more with them, thus capturing more male principals' time.

The researcher has not been able to compare and determine the compatibility of this result, because it has not been studied previously

5.2.23. Assisting teachers in developing goals, plans and school activities:

This was the task number (22) in the questionnaire. The total responses were (821) minutes, and the average time spent was (11.71) minutes, as (2.7%) of the official working day.

The researcher attributed the reasons for this to the importance of improving the level of performance and achieving the objectives of the desired curriculum. However, this task deserves more time to be spent on it, for its importance to the school community.

This result was consistent with the results of Martin & Willower (1981) and Arubayi (1986).

## 5.2.24. Follow-up of the lesson weekly plan implementation:

This was the task number (13) in the questionnaire. The total responses were (816) minutes, and the average time spent was (11.66) minutes, as (2.7%) of the official working day.

The researcher attributed the reasons for this result to the constant emphasis on teachers to adhere to school time system for quotas and preparation. Moreover, addressing the absence of teachers and finding alternatives that are more appropriate.

This result was consistent with the results of previous studies.

## 5.2.25. Authorizing teachers, employees and learners to carry out administrative tasks:

This was the task number (16) in the questionnaire. The total responses were (776) minutes, and the average time spent was (11.09) minutes, as (2.5%) of the official working day.

The researcher attributed the reasons for this to the insistence of principals to carry out all the tasks by themselves. In addition, the lack of conviction in the policy of delegating others, because of miss confidence maybe or less experience in teamwork.

The researcher did not find previous studies of this task to recognize the compatibility of this result.

## 5.2.26. Contribute to the Curriculum development:

This was the task number (21) in the questionnaire. The total responses were (771) minutes, and the average time spent was (11.1) minutes, as (2.5%) of the official working day.

The researcher attributed this result to the male principals' miss understanding of their administrative tasks and what should they focus on more. Therefore, instead of focusing on the technical level tasks, they are interested in administrative level tasks only, in addition to their refusal of granting authorizations to the vice-principal or teachers.

This result was agreed with the results of a number of old studies, including Martin & Willower (1981) but differed with Arubayi (1986).

## 5.2.27. Involvement of teachers and parents in school decision-making:

This was the task number (27) in the questionnaire. The total responses were (764) minutes, and the average time spent was (10.91) minutes, as (2.4%) of the official working day.

The researcher attributed the reasons for this to the fact that the volume of visits by parents to male-gendered school administrators is greater than in female schools.

This finding has converged with most studies except Harvey (1986) According to their community, parents are more likely to communicate with female principals than males according to the nature of society, environment, and sample used in their studies.

## 5.2.28. Follow-up of Learner's street crossing to school at the beginning and end of the day:

This was the task number (5) in the questionnaire. The total responses were (613) minutes, and the average time spent was (8.75) minutes, as (2%) of the official working day.

This phenomenon is confined only to schools located on main streets or near security barriers that face daily threats of accidents, clashes, or security problems.

The researcher attributed the reasons for this to the principal's supervision of the detailed performance of this task for the excess of learner's safety. Moreover, most of the schools located on the main streets are under the management of male principals.

Unfortunately, this task has not been included in previous studies, and the researcher could not determine the other of studies compatibility.

## 5.2.29. Perform personal tasks:

This was the task number (14) in the questionnaire. The total responses were (546) minutes, and the average time spent was (7.8) minutes, as (1.8%) of the total working time. Therefore, this task ranked last in based on the amount of time spent. The researcher attributes this to the realism of the principals and their faith that the time spent on the tasks of personal connections, drinking tea, and reading the newspapers is a fraction of the learner's time at school.

This result was consistent with many previous studies but differed with the results of Blendinger and Snipes (1996)

**5.3. Summarized Discussion of the Study Results:**

In general, male school principals in Damascus Governorate spent more time on tasks enumerated in the questionnaire than female principals did.

The researcher attributes this strong positive relationship between the variables of male and female principals on the tasks to their self-awareness of the nature of the tasks assigned to them and their assessment of the amount of time they need to practice successfully as they believe. However, this represents principals point of view only and not necessarily to be correct and appropriate, because of the lack of a reference system that can be esteemed through it. Educational Specialists and educational management may not see what principals see in the science of education, because each of them has their justifications, excuses, and interpretations.

This finding was consistent with the results of a number of studies, like Abd EL-Baki (1996), but differed with Decker and Others (2001) and Blendinger and Snipes (2003).

**5.4. Recommendations:**

Based on the conclusions reached by this study, the researcher recommends the followings:

1. To urge school principals to give more attention to technical and social levels in terms of the amount of time spent on them.

2. To invite the responsible bodies in the educational management to encourage researchers and motivate them to conduct more field studies on the subject of time management.

3. To ask the responsible authorities in the Syrian Ministry of Education to follow the developments in time management and urge principals to use them.

4. To affirm the respect of the school's vice-principal role, and the need to delegate the tasks of his speciality under the supervision and follow-up of the school principal.

5. To adopt time management as an educational curriculum for learners.

6. To organize training courses for principals, teachers and employees to improve their time management.

7. To give school principals a creative administrative margin by the Ministry of Education in order for them to research, study, and implement some of the successful works, theories, and experiences of modern global managements.

8. To open the way for principals by the Ministry of Education to propose new administrative models and additions that will enrich the educational administrative process and keep up-to-date with the modern technological, educational, and administrative revolutions.

9. To give more attention to the social aspect in the local administration, adding new management experiences through the demands and suggestions of parents and community.

10. To open a better way for the use of modern technology in the educational process of learning, and not to be a mean of social communication only.

11. To seek the development of educational administration by encouraging and attracting principals with higher educational degrees.

## 5.5. Conclusion:

This study showed that secondary school principals in Damascus Governorate are aware of the tasks required of them by virtue of their position, despite the varying degree of this knowledge and the degree of proficiency in performing each task. They are also almost isolated from the current world developments in school time management.

However, every management work has its pros, cons, developments, and obstacles, but the successful one benefits from the experience of others, seeks teamwork environment, continuous development, and constructive criticism.

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**Appendix A: The Bibliographic Sources**

This Appendix includes a number of important and modern Arabic and foreign studies published since the beginning of the nineteenth decade of the last century until the present. The researcher obtained it from the libraries of the UAE, Syrian, and Jordanian Universities and from the websites through the search engines.

The researcher was able to study most of these studies to form a clear idea of the most important findings that were reached in order to benefit from them in this study and build upon them, as they constitute the benchmark for the results of this study of this important subject. However, these studies still need to be linked to the modern technological reality, and the current digital revolution, which the researcher did not find studies about it in recent years.

The researcher divided these studies into three main axes:
1. Time management in public and private sector institutions.
2. Time Management in Higher Education Institutions (Universities).
3. Time management in educational institutions (schools).

**A.1. Time Management in Public and Private Sector Institutions:**

Public and private sector institutions have always been a fertile ground for many important time management studies over the past 20 years.

Khadra & Faouri (1994) *Time Utilization by Public and Private Jordanian Middle Principal*, School of Economics and Administrative Sciences, Jordan: Yarmouk University.

The study aimed at finding out how do principals in the public and private sectors use time. And identify the factors that waste time, and study the impact of personal variables on how to exploit time.

The results of the study found that the working hours of principals in the private sector are more than the official working hours, while less than the official working hours of principals in the public sector. It also pointed out that the ability to exploit time in the productive activities of principals in the private sector is more than in the public sector. Moreover, personal and social factors are an important waste of time for sector principals and that they consume 15% of their work time.

Lankford, M. D. (1993) *The Race against Time: Winning Strategies for Librarians*, School Library Journal, Aug, (39), p210-239.

The paper aimed at directing library principals to the benefits of the race towards time rather than against it, reviewing the time management strategies that are worthwhile and useful to them. The Study also focused on some important ideas like setting realistic goals, activating participation in learning, practising time management skills, and using daily planning to help focus on goals and priorities, to control work stoppages, and to delegate written tasks.

**A.2. Time Management in Higher Education Institutions (Universities):**

Colbeck, C. L. (1997) *The Main Reciprocal for Teaching Load: Faculty Use of Research Time*, Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, March 24-28.

The study aimed to reveal the mutual learning burden and to identify the amount of time allocated to the various research tasks. And to detect the use of the faculty for research time.

The results of the study found that there was a difference in time spent by heads of departments on research, recorded for the heads of departments in the physical faculties, where they spent more time on search than of the heads of departments in English language colleges. The study indicated a significant difference in the amount of time spent on the seven categories of research activity: (Query, grant, writing, presentation, marketing, funding, other research activities). It also found that time spent on joint activities, such as funding the work of the grant

and other research tasks, were equal whether the professor had funding for external research or not, and noted that (9) out of (12) people spent time on integrated education and research.

Britton, B. K. & Tesser, A. (1991) *Effects of Time-Management Practices on College Grades*, Journal of Educational Psychology, Sep 1991 (83), p 405-410.

The study aimed to study the effects of time management practices on college grades among college students. The results of the study indicated that time management practices affect students' academic achievement, and noted that the resolution of time management practices is more predictable than the GPA.

Trueman, M. & Hartley, J. (1996) *A Comparison between the Time Management Skills and Academic Performance of Mature and Traditional Entry University Students*, Higher Education, September, (32), p20-24.

The study aimed at revealing the extent of the difference in the time management skills of university students due to gender and age variables.
The results of the study indicated that there were statistical differences in favour of female students who recorded points in the performance of time management skills more than male students. It also revealed differences in performance of time management due to age for students aged (25) years and above.

Trueman, M. & Hartley, J. (1995) *Measuring Time Management Skills: Cross-Cultural Observations on Briton and Tessers Time Management Scale*, U.K.: Keele University.

The study aimed to measure time management skills by detecting the relationship between student points on the time management scale and its degree in the college using the Briton and Tessers Time Management Scale in a different cultural environment.
The results of the study indicated that three elements of the Breton and Tayser scale were not supported. Two other elements that measure daily planning and confidence were also adjusted.

The results of the confidence analysis on the secondary scale of long-term planning indicated that there were simple relationships with points, which are moral with test results and end of year evaluations. The results also revealed that the students scored higher scores than the students on the daily planning scale.

Macan, T. H. & Shahani, C. (1990) *College Time Management: Correlations with Academic Performance and Stress*, Journal of Educational Psychology, December, (82), p760-768.

The study aimed to identify the relationship between time management, academic performance and tension among university students in Britain. The results of the study indicated that the self-registration of time management is multidimensional. It also revealed a significant positive correlation between time management, academic performance, and tension among college students.

Phillips, C. (2002) *Time for Literacy*, Paper presented at the Annual Meeting of the Conference on College Composition and Communication, Chicago, March (53).

The study aimed at revealing the extent of a positive relationship between time and knowledge (reading and writing). And study the effect of independent variables on this relationship.

The results of the study found that time issues are very important for all types of institutions, especially community colleges. For example, college students work 75% of their time, although they are less active on their campus compared with fourth-year students in institutions. Their responses also showed a negative relationship between time and knowledge.

Ho, B. (2003) *Time management of Final Year Undergraduate English Project*; Supervises and the Supervisor's Coping Strategies, System Journal, (31), p166-184.

The study aimed to study the effect of individual differences on students on the strategies of learners in preparing the graduation project in the final year of the university. And identify the

different responses of four learners on the same time management guidelines given to them by the supervisor of the final graduation project of different teachers of ESL programs.

The study revealed a significant effect on learners' time management strategies due to individual learner variables.

## A.3. Time Management in Educational Institutions (Schools):

The educational institutions were fertile ground and an important target point for many of whom interested in the study of time management, in order to detect the process of spending time and study the impact of some variables on them and their impact, and reveal their relationship to some variables related to the administrative process and the order of tasks.

Campbell, R. J. & Neill, S. J. (1990) *Thirteen Hundred and Thirty Day*, A Pilot of Study of Teacher Time in Key Stage 1, Policy Analysis Unit Seminar, England: Warwick, Coventry.

The study aimed to identify the teacher's distribution of working time on various official tasks and to disclose the amount of time spent on each of the activities specified in the study.

The results of the study indicated that the amount of time spent per week was generally reasonable as it was limited to (38-73) work hours per week. Indicated that the average working hours was (35) hours per week: (35%) on education, (31%) in preparation, (29%) on administrative activities, (18%) on on-the-job training, And (6%) on other activities.

It also discussed the implicit concepts of education policy, focusing on the state of work, staff orientation activities, delivery in the national curriculum, teacher use of time, and conceptual issues of teachers' time at work.

Neill, S. R. & Campbell, R. J. (1992) *The Use and Management of Secondary Teachers` Time after the Education Reform Act 1988*, Paper presented at the Warwick University Policy Analysis Unit Seminar, England, June (26).

The study aimed to identify the use and time management of secondary school teachers in England and Wales. And uncover the amount of working time per week, the process of spending time on tasks, and the study of the difference in the use and management of time between male teachers and female teachers.

The results of the study indicated that the total time spent on the administration was (54.4) hours per week, including (16.9) hours of education, (12.9) hours of preparation, (12.9) Hour on other activities. The study also revealed that there is no significant difference in the amount of time spent on work between male teachers and female teachers.

Krug, S. (1992) *Instructional Leadership administrative perspective*, Educational Administration Quarterly, (28), p35.

This study aimed to identify the distribution of the time of field school principals on daily tasks, and monitor the distribution of school principals to work time through direct observation and analysis.
The results of the study revealed that the principals' time was spent on the following tasks: planned meetings (47.6%), telephone calls (19%), office work (0.54%), general supervision (0.04%) and unplanned meetings.(%19)
The researcher classified the activities into inputs and outputs. where inputs got (25%) and outputs (75%). The study also revealed that most of the input times were spent with the director's secretary or assistant to give instructions and read the notes, while most of the outputs were spent on writing memos to different audiences for a particular school-specific service.

National Center for Education Statistics (1994) *How Much Time Do Public and Private School Teachers Spend Their Time?*, Washington, October.

After comparing the items of this survey with the survey items of (1988/1987) academic year together, the results of the study indicated that the amount of time spent on education and activities related to education is (46) hours per week. It also pointed out that teachers spent (35) hours of the total hours on education within the school site, and (11) hours spent outside the

school building on activities related to education, interacting with learners, and working on their affairs.

The study also revealed an urgent need for further research on the subject of teachers' use of time, the implicit concepts of using alternative time use strategies to practice professional standards, and the reform of educational activities.

Titus, O. (1995) *Management Development and Management, Use of their Time*, Journal of Management Development, (14), p9-11.

The study aimed to identify how the director spent his official working time by comparing a number of studies aimed at this subject and focusing on similar elements such as office work, meetings, and telephone calls.

The study showed that the principal spends his time on (50%) in both formal and emergency meetings, (25%) of his time on paperwork, such as reading and writing letters, and (6%) on both incoming and outgoing telephone calls.

Blendinger, J. & Snipes, G. (1996) *Principalial Behavior of a First Year Principal*, Educational Research.

The aim of the study was to identify the administrative behaviour of the primary school principal through the use of direct observation of time management among school principals.

The study revealed that the average time spent by the director during the observation period was as follows: (44%) of the time spent on routine office management such as outgoing and incoming mail, telephone calls, meetings and interviews. (37%) of the time spent on visiting classes, interviewing teachers and learners. (10%) of the time spent on pre-defined meetings, and (9%) of time spent on other special work such as out-of-school lunch.

Abd El-Baki, M. (1996) *Elementary School Principals Time Management*, Field Study, International Yearbook on Teacher Education (1), Forty-Third World Assembly of the International Council on Education on Education for Teaching.

The study aimed to identify the management of the official working time of the school principal in Egypt, the detection of tasks that consume most of the principal's time, and the disclosure of the amount of time spent by the principal on each of the official functions.

The results of the study indicated that the principal does only (12) formal assignments. The results indicated that the tasks that the principal spends his time on are: evaluation and follow-up of operations (30%), providing learners with growth opportunities (07%), managing and organizing communications (97%), and total (60%) of his time, while the rest (9) tasks takes only (40%).

The results also showed that the daily rate of working hours is five hours a day. And that the top three waste of time are: Leaving before the end working hours (50%), surplus work (50%) and telephone calls (27.5%). Finally, the results of the time management study confirmed that time spoilers were influenced by three types of variables: personal, social and professional variables.

The European Education Information Network (2010) *Organization of School Time in the European Union*, 2nd Edition 1995, ISBN 2-87116-229-8

The aim of the report was to identify the time management of primary and secondary school students in EU countries. The study found that Belgium ranked first in organizing school time while Britain ranked the lowest.

Decker, K. A. & Ware, H. W. (2001) *Elementary Teacher Planning Time: Teacher Use; Parent Perception*, Paper presented at the Annual Meeting American Educational Research Association Seattle, Washington, April 2001.

The study aimed to identify how primary school teachers use a specific format to plan the time available to them and to discover how teachers use 30 minutes of planning time.

The results of the study revealed that there is a clear difference in the correlation between the teachers' perceptions of the use of the period of time planning available, and the perceptions of the parents when compared, revealing the lack of understanding of the parents to plan the time available to teachers, and how to use it in fact. Unlike the teachers who used their time planning in flexible and optional ways.

Suarez, T. M. (1991) *Enhancing Effective Instructional Time; A Review of Research*, University North Carolina, Educational Policy, Research Center, Chapel Hill, September, (1), p15-23.

The aim of the study was to promote the use of the educational time available in the various schools and to identify the most effective mechanisms to increase the educational time available in the educational departments. The results of the study indicated that the way to improve achievement is to increase actual learning time by increasing related working time. And that actual learning time will only occur when teachers use appropriate learning strategies with learners who have the experience of repeated learning successes.

It also assured that policies that increase the time spent by learners in school must be accompanied by strategies to improve and increase the time of actual learning. The study also recommends practical recommendations to enhance the effective learning time, the most important of which are: reducing absenteeism, increasing the time available for education, prioritizing the desired areas, reducing educational delays, enhancing educational efficiency through educational administration, and using strategies to increase student motivation to learn, and use educational strategies process suited to individual's abilities and prior knowledge.

Thibeault, V. J. (1990) *Effective Time Management Strategies for School Counselors*, Eric document reproduction service, No: ED 326787.Available at: http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/deta

This paper aimed to introduce school counsellors to the most effective time management strategies to use and benefit from them in developing their time management practice and their professional performance.

One of the most important topics reviewed in this paper is the historical development of time management, setting goals, arranging tasks, and delegating responsibility. The paper included a number of important and practical recommendations and suggestions. Then, concluding that effective time management is possible, although it is a major challenge for school counsellors.

Tanner, C. K. (1991) *Effects of the Use of Management Strategies on Stress Levels of High School Principals in the United States*, Educational Administration Quarterly, May, (2), p48-55.

The study aimed to test the validity of the hypothesis that using popular time management techniques as the six management functions (planning, organizing, directing, controlling, communicating and decision making) affect stress levels. And to detect a positive relationship between the use of time management techniques and stress levels among high school principals. The results of the study revealed a relationship but not significant between the use of time management techniques and tension.

Coon, L. (2002) *Improving Work Skills of Cooperative Work Student through Time Management Strategies*, Master Action Research of Art in Teaching and Leadership, Saint Xavier University, May 2002.

The study aimed to test the problem of weakness in work skills by focusing on time management and the different attitude of part of the learners. It also aimed at reviewing different strategies to improve learners' learning and self-perception as learners and to develop higher self-esteem.

The results of the study revealed four possible causes of weakness in the skills of working status of learners and their schedule as follows: poor time management skills, lack of responsibility, weak planning and weak attendance. The results of the use of new time management strategies also indicated their effective contribution to direct instruction to improve working skills. The results of data on the subsequent application of the new strategies also revealed a reduction in the level of weakness in the skills of the work situation and a little

effort to come to work on time and to arrive in class on time and prepare for today's activities. The results also indicated a slight improvement in student responsibility.

Rees, R. (1994) *SOS II: Suggestions for Time Management in the 1990s*, Education Canada, (43), p481-671.

The aim of this article was to test the latest generation of time management strategies for people within the organization, focusing on strengthening relationships and improving efficiency rather than effectiveness. It proposed organizing life in conjunction with spending time on important tasks, not non-urgent, such as long-term planning, preventive maintenance, acquiring knowledge and skills, and invest in relationships and networks in achieving the desired goals for time management.

Herr, J. (1995) *Time Out for Time Management*, Early Childhood News, Jul-Aug, (7), p 65-79.

The study pointed out that the conscious discussion of effective time management skills requires absorbing a number of important things including how to use the time when mental energy is at the peak. It also assured that the most important time management proposals are the daily care of the Department, the development of the daily list and schedule to determine the continuous time to work on important tasks, reduce telephone districts and unexpected visitors. And to find out how much work time the teachers of England and Wales have spent on activities.

Buck, F. (1997) *A study of the Time Management Practices of Alabama Principals*, University of Alabama.

The study aimed to examine the degree of exploitation of specific principals of time management practices, study the impact of gender variables, degree, age and years of experience in principals' time management practices.

The results of the study revealed that there are no statistically significant differences in the practice of time management due to age variables, years of experience and degree. It also revealed the existence of statistically significant differences attributed to gender recorded for the benefit of female principals.

Pool, H. & Chan, T. C. (2002) *Principals' versus Their Realities; Reducing the Gap*, Paper Presented at the Annual Meeting of the American Educational Research Association New Orleans, Louisiana, April.

The study aimed to investigate the importance of allocating the various work responsibilities to the primary and secondary school principals and the percentage of time they devote to implementing them. The study also, sought to identify the contradictions between principals' supposed priorities and the reality of their current practice. To investigate the possible causes of these differences and identify the steps and strategies of school principals that they can use to bring the two more towards priorities.

The results of the study confirmed that many principals spend a large amount of time on routine management activities that are often unexpected and for a short period away from the target. It also noted that student interaction and discipline spend more time.

Carlos, L. Zimmerman, J. & Aronson, J. (1999) *Improving Student Achievement by Extending School: Is It Just a Matter of Time?*, San Francisco: PACE Media/Education Writers Seminar.

The document aimed to explore the appropriate ways in which time can be used as an educational resource, and study the relationship between time and education. Moreover, explore the constraints that limit the evolution of existing research.

The document summarizes the findings of most important studies aimed at the relationship between time and education: the lack of relationship between academic time and academic achievement, the existence of some relation between busy time and academic achievement, and a greater relationship between the time of academic education and achievement. It also revealed that there is no consistent relationship between the amount of time spent on education and the amount of time spent by learners on teaching activities.

The document also examined the cost of time added and the basic elements necessary to achieve the maximum time, including classroom management, the appropriateness of education and curriculum, and student motivation.

Robertson, I. T. & Smythe, J. A. (2004) *On the relationship between time Management and time estimation*, British Journal of Psychology, (90), p743-333.

The study aimed at revealing the nature of the relationship between time management and the estimation of the tribal and remote time for the period needed to perform the future task.

The results of the study indicated that there was a positive relationship between time management and time estimation. It was recorded in favour of good principals in managing their time, as their expectations for the future task were accurate. The results of the "post-projection" also revealed the tendency of good principals to underestimate the passage of time. The study also suggests that strategic motivation is designed to enhance the sense of control over time and the related results of the relationship with existing time estimation theories.

Johnston, M. (1993) *Teachers' Workload and Associated Stress*, Eric Database Reproduction Service, No. D368716.

The study aimed to study the stress relationship between work-related tension in teachers and time management, and the detection of its causes.

The results of the study indicated that the average working day was (7.89) hours per day in addition to three hours on the weekend. It also noted that teachers scored average of (46.25) hours of non-work at rest time. The study revealed the acquisition of writing assignments on a five-hour time (approximately 9 hours) and meetings about (9) hours. It also noted that senior management in secondary schools worked more than primary schools and revealed a more tense feeling among those with more working hours than with less working hours. Teachers had scored more points on the occupational stress scale than the particular measure of work.

Klas, l. & Hawkins, F. (1997) *Time Management as a Stressor for Helping Professional; Implications for Employment*, Journal of Employment Counseling, March, (37), p307-312.

The study aimed to uncover the causes of tension among special education teachers in the nursing and social services classrooms and to identify the most important source of tension in all the different study groups.

After analyzing five studies, the results found that effective time management was the most important source of stress among respondents.

Gonging, Y. & Yongxin, Z. (2000) *Gender Differences of Chinas Management in Time Management*, Women in Management Review (15), p63.

The aim of the study was to identify the impact of gender change in time management among Chinese principals.

The results of the study revealed that there were significant differences in the efficiency of time management due to the gender variable recorded for males. It also indicated that the weekly working hours of males are higher than that of females. The differences are not limited to work time but also to personal time, the study revealed that there is no trace of the gender variable in the factors of loss of time.

Lennox, T. J. & Altalib, H. J. (2002) *A comparison of Instructor Time and Effort between Traditional and Online Classroom*, Instructor Time and Effort in Online Classroom, Report Research (143), George Mason University.

The study aimed to study the time and effort spent on preparing and managing the traditional classrooms and internet classrooms. The results of the study indicated that there were no statistically significant differences for all hypotheses of study at all seven levels in terms of the time spent by the instructor and his efforts on the traditional classroom and the Internet.
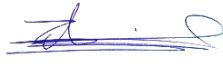
Mohall, F. P. S. & Najafzadeh, M. R. (2015) *The Relationship Between Time Management with Personality Dimensions of Physical Education Teachers in Education Organization of Tabriz*, International Journal of Sports Studies, (8), p 911-915. Available at: http://www.ijssjournal.com

The purpose of this study was to determine the relationship between time management with personality dimensions (neurosis, extroversion, desire for new experiences, agreeableness and responsibility) among physical education teachers of Education Organization in Tabriz. The research method was descriptive and correlation. Its population consisted of all physical education teachers in Tabriz, which according to the Center for Education Statistics of East Azarbaijan (2015) they were 253 people that all of them were selected as sample. There were used questionnaires of time management and fivefold personality traits to collect data. The Pearson correlation was used to analyze data. The results showed a negative significant relationship between time management with personality dimension of neuroticism; while it has a direct significant relationship with other aspects of personality (extraversion, desire for new experiences, agreeableness and responsibility).

The above studies covered various aspects of the important time management issue, highlighted it, emphasized its value in life, and its importance, as well as time-consuming studies on formal work assignments, methods of time investment, organization and analysis, performance and strategies. In addition to time waste and its various factors, and time management constraints that limit its performance in the same way. The impact of the independent factors on the principal and their relation to them has been examined. The previous studies differed in the curriculum, style, study society, size, study sample, variables and statistical methods of processing, and similarity in the unity of the subject and its findings.

The current study took a similar position as the above studies on the subject of time management in educational institutions (schools). In addition, agreed with some of the previous studies on approaches, methods, variables and methods of statistical processing such as Neill and Campbell (1990), Bleninger and Snipes (1996) And differed with each other in the curriculum and the study community, variables and methods of treatment such as Buck (1997). However, the current study is unique in the Middle East and in the Syrian Arab Republic in particular, and it offers a renewal of field studies in this area after years of interruption.

**Appendix B: The Survey Letter and Sample (Study Tool)**

| | |
|---|---|
| Dear School Principal, | السيّد المدير الفاضل، السيّدة المديرة الفاضلة، |
| I hope this letter finds you well, | تحية طيّبة وبعد، |
| The researcher, Zaher Nuhail Zeinuddine, is doing a master's level research in educational administration entitled: "The Effectiveness of Time Management among Secondary School Principals in Damascus Governorate". | يقوم الباحث زاهر نهيل زين الدين بإعداد رسالة ماجستير في الإدارة التربوية بعنوان: "فاعلية إدارة الوقت لدى مديري المدارس الثانوية بمحافظة دمشق". |
| The study aims to understand performance of time management among secondary school principals in Damascus Governorate. In addition, to identify the average daily time spent by managers on each of the official business tasks. | وتهدف الدراسة إلى الكشف عن واقع إدارة الوقت لدى مدراء المدارس الثانوية في محافظة دمشق، وكيفية أدائهم لها. والتعرف على معدل الزمن اليومي الذي يصرفه المدراء على كل مهمة من مهام العمل الرسمي. ثم الخروج بنتائج وتوصيات قد تساهم في تحسين إدارة الوقت في المدارس الثانوية في محافظة دمشق. |
| The data and information in this questionnaire will be used for scientific purposes only and will be treated with strict confidentiality. In view of this, could you kindly respond to the questions below. | علمًا بأنّ البيانات والمعلومات التي في هذه الاستبانة ستستخدم للأغراض العلمية فقط، وستعامل بسرية تامة. |
| | راجيًا التكرّم بتقديم المساعدة الممكنة لنجاح هذه الدراسة، من خلال الإجابة على أسئلة الاستبانة أدناه. |
| Yours sincerely. | وتفضلوا بقبول فائق الاحترام والتقدير. |
| Zaher Nuhail Zeinuddine | زاهر نهيل زين الدين |
| MEd student at BUiD | طالب الدراسات العليا في الجامعة البريطانية في دبي |
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**Time Management Assessment**

**Part 1: Principal and School Information:** Kindly choose the one that applies in each category:

| | Categories | A | B | C |
|---|---|---|---|---|
| 1 | Principal's Age | Less than 40 | 41-50 years old | 51-60 years old |
| 2 | Principal's Gender | Male | Female | |
| 3 | Principal's Marital Status | Single | Married | Other |
| 4 | Principal's Qualification | Diploma | Bachelors | Higher Education |
| 5 | Principal's Experience | 1-6 years | 7 to 12 years | More than 13 years |
| 6 | School's Gender | Males | Females | Mix |
| 7 | School's Learners count | 1-500 Students | 501-1000 Students | More than 1000 |
| 8 | School's District | Damascus city | Damascus countryside | |

**Part 2: Official work Timings:** Kindly indicate the required time for each Task below:

| | Administrative Tasks | Time in Minutes | | |
|---|---|---|---|---|
| | | Sunday | Tuesday | Thursday |
| 1 | Inspecting, maintaining and securing school buildings | | | |
| 2 | The daily supervision of the cleanliness of school buildings, canteen and facilities | | | |
| 3 | Preparation and follow-up of financial and school records. | | | |
| 4 | Preparing the financial reports and annual budget and submitting them to the authorities. | | | |
| 5 | Follow-up of student's street crossing to school at the beginning and end of the day. | | | |
| 6 | Supervision of the morning assembly and the entry of students and teachers to classes. | | | |
| 7 | Receiving telephone calls. | | | |
| 8 | Follow daily correspondence and school mail. | | | |
| 9 | Reception of school visitors. | | | |
| 10 | Preparation of statistics and daily reports. | | | |
| 11 | Follow-up of teachers and workers daily affairs. | | | |
| 12 | Organization of formal and informal meetings. | | | |
| 13 | Follow-up of the lesson weekly plan implementation. | | | |
| 14 | Perform personal tasks. | | | |
| 15 | Follow-up the work of the various school committees. | | | |
| 16 | Authorize teachers, employees and students to carry out administrative tasks. | | | |
| 17 | Solve the personal, professional, and functional problems of teachers and workers. | | | |
| 18 | Solve students' behavioural and daily achievement problems. | | | |

| | Administrative Tasks | Time in Minutes | | |
|---|---|---|---|---|
| | | Sunday | Tuesday | Thursday |
| 19 | Oversee and evaluate the implementation of treatment plans for vulnerable students. | | | |
| 20 | Motivate students to develop their achievements and show their talents and creations. | | | |
| 21 | Contribute to the curriculum development. | | | |
| 22 | Assisting teachers in developing goals, plans and school activities. | | | |
| 23 | Follow-up the teacher's preparation of lesson plans. | | | |
| 24 | Follow-up planning and implementation of classroom and extra-curricular activities. | | | |
| 25 | Organize classroom visits for teachers to guide them and evaluate their performance. | | | |
| 26 | Teacher's professional and personal development. | | | |
| 27 | Involve teachers and parents in school decision making. | | | |
| 28 | Facilitate the use of school resources to serve learners and community. | | | |
| 29 | Activate and organize the relationship between the school and the community. | | | |
| Total daily working minutes | | | | |

**Part 3: Works achievement:** Kindly choose the one that applies to each category:

| | School principal's works during the school timing | Always | Mostly | Sometimes | Rarely | Never |
|---|---|---|---|---|---|---|
| 1 | Sets specific, measurable, goals for himself. | | | | | |
| 2 | Plans for his daily workday before it starts. | | | | | |
| 3 | Authorizes teachers and employees to carry out everyday tasks and routines. | | | | | |
| 4 | Evaluates his daily work plan to identify success and failure points. | | | | | |
| 5 | Looks for better ways to perform the necessary tasks. | | | | | |
| 6 | Spends 20% of his daily effort to achieve 80% of his daily goals. | | | | | |
| 7 | Sets ready forms and templates for correspondence. | | | | | |
| 8 | Sets daily work priorities. | | | | | |
| 9 | Schedules the activities and day-to-day works. | | | | | |
| 10 | Divides large tasks into small, easy-to-implement tasks. | | | | | |
| 11 | Groups similar tasks to execute at a specific time. | | | | | |
| 12 | Does not answer the phone when busy in an important job. | | | | | |
| 13 | Uses effective methods in his contacts. | | | | | |
| 14 | He has a clear idea of what he wants to accomplish the next day. | | | | | |
| 15 | Avoids unnecessary work. | | | | | |
| 16 | Develops an emergency plan to overcome the teachers' absence. | | | | | |
| 17 | Organizes his office and files continuously for easy access upon request. | | | | | |
| 18 | He is constantly committed to working in his office. | | | | | |
| 19 | Avoiding doing personal business while working. | | | | | |
| 20 | Inspects the school building constantly. | | | | | |
| 21 | Maintains the safety and security of students inside and outside the school building. | | | | | |
| 22 | Lists all school building needs at the end of the year. | | | | | |
| 23 | Develops a plan to secure required funding for school needs. | | | | | |

| | School principal's works during the school timing | Always | Mostly | Sometimes | Rarely | Never |
|---|---|---|---|---|---|---|
| 24 | Keeps the cleanliness of the internal and external school environment constantly. | | | | | |
| 25 | Well defines the meeting's agenda. | | | | | |
| 26 | Informs the concerned parties of the date and place of the meeting and passes on their agenda before it is been held. | | | | | |
| 27 | Follows the agreed decisions of the previous meeting. | | | | | |
| 28 | Sets realistic goals for the meeting. | | | | | |
| 29 | Commits to the meeting duration and timing. | | | | | |
| 30 | Conducts dialogue in a democratic manner, and prevents interruptions and side conversations. | | | | | |
| 31 | Prepares the meeting summary. | | | | | |
| 32 | Authorizes appropriate teachers for assigned processes. | | | | | |
| 33 | Identifies authorized teachers with the tasks they will work on. | | | | | |
| 34 | Explains the expected results after completing tasks to the authorized teachers. | | | | | |
| 35 | Rotates routine tasks between teachers. | | | | | |
| 36 | Provides suitable opportunities for teachers to work as an education planning team. | | | | | |
| 37 | Participates actively in the development of teachers' teaching plans and school activities. | | | | | |
| 38 | Helps teachers formulate teaching objectives. | | | | | |
| 39 | Participates in planning to achieve the desired educational goals of his school. | | | | | |
| 40 | Creates appropriate opportunities for teacher's professional and academic development. | | | | | |
| 41 | Encourages teachers to innovate. | | | | | |
| 42 | Exercises his role as an active supervisor in the school effectively and purposefully. | | | | | |
| 43 | Evaluates the implementation of the curriculum and teaching plans continuously. | | | | | |
| 44 | Evaluates the results of supervisors' guidance classroom visits. | | | | | |

| | School principal's works during the school timing | Always | Mostly | Sometimes | Rarely | Never |
|---|---|---|---|---|---|---|
| 45 | Participates in evaluating the results of the student's diagnostic tests. | | | | | |
| 46 | Evaluates his own work and his annual, monthly, and daily school plan. | | | | | |
| 47 | Assesses teacher's performance in the classroom through classroom visits. | | | | | |
| 48 | Deals with members of the school organization in a democratic leadership manner. | | | | | |
| 49 | Respects the freedom of expressions and positive critical opinions. | | | | | |
| 50 | Enhances confidence in the school organization. | | | | | |
| 51 | Organizes school programs and campaigns that benefit the community. | | | | | |
| 52 | Works to exploit the potential of the community well and fruitful. | | | | | |
| 53 | Involves parents in events and solving educational problems. | | | | | |
| 54 | Activates the relationship between school and community institutions. | | | | | |

**Appendix C: The Study Tables**

| No. | Variable | Categories | | | Total |
|---|---|---|---|---|---|
| 1 | **School Principal's Age** | Less than 40 years old = 12 (17%) | 41 to 50 years old = 34 (49%) | 51 to 60 years old = 24 (34%) | **70 School Principals (100%)** |
| 2 | **School Principal's Gender** | Males = 39 (56%) | Females = 31 (44%) | | |
| 3 | **School Principal's Social Status** | Single = 9 (13%) | Married = 58 (83%) | Other = 3 (4%) | |
| 4 | **School Principal's Qualifications** | Diploma = 9 (13%) | Bachelors = 45 (64%) | Masters =16 (23%) | |
| 5 | **School Principal's Experiences** | Less than 6 years = 27 (39%) | 7 to 12 years = 32 (45%) | More than 13 years = 11 (16%) | |
| 6 | **School's Gender** | Males = 26 (37%) | Females = 38 (54%) | Mix = 6 (9%) | |
| 7 | **School Capacity** | Less than 400 learners = 16 (23%) | 401 to 800 Learners = 32 (46%) | More than 801 learners = 22 (31%) | |
| 8 | **Educational Zone** | Damascus City = 27 (53%) | Damascus Countryside = 33 (47%) | | |

**Table (3.1)**: *Distribution of the sample of the study according to the variables of the personal study of the school principal and variables related to the school and the educational area*

| No. | Management Task | Tool Paragraphs | Paragraph's Count |
|---|---|---|---|
| **1** | Administration | 1-14 | 14 |
| **2** | Technical | 15-26 | 12 |
| **3** | Social | 27-29 | 3 |
| **Paragraph's Total** | | | 29 |

***Table (3.2):*** *Distribution of the study tool Paragraphs (**1ˢᵗ Part**) according to the three administration levels of the school management.*

| No. | Management Task | Tool Paragraphs | Paragraph's Count |
|---|---|---|---|
| **1** | Administration | 36 - 1 | 36 |
| **2** | Technical | 50 - 37 | 14 |
| **3** | Social | 54 - 51 | 4 |
| **Paragraph's Total** | | | 54 |

***Table (3.3):*** *Distribution of the study tool Paragraphs (**2ⁿᵈ Part**) according to the three administration levels of the school management.*

| No. | Field | Number of Paragraphs | Stability coefficient |
|---|---|---|---|
| **1** | Administrative | 14 | 76.8 |
| **2** | Technical | 12 | 78.2 |
| **3** | Social | 3 | 75.6 |
| **Total Stability Coefficient** | 29 | 76.9 |

***Table (3.4):*** *The results of the Cronbach alpha stability coefficient for the paragraphs of the second part*

| No. | Field | Number of Paragraphs | Stability coefficient |
|---|---|---|---|
| **1** | Administrative | 36 | 91.4 |
| **2** | Technical | 14 | 87.6 |
| **3** | Social | 4 | 83.2 |
| **Total Stability Coefficient** | 54 | 87.4 |

***Table (3.5):*** *Results of the coefficient of stability Cronbach Alpha for the paragraphs of the third part of the tool*

| No. | School Principal's Tasks | Males (32) | | | Females (38) | | | Total (70) | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Administrative 1 | Average Time in Minutes | Deviation | % | Average Time in Minutes | Deviation | % | Average Time in Minutes | Deviation | % |
| 1 | Inspect and maintain school buildings and ensure their needs. | 13.2 | 6.93 | 2.9 | 12.1 | 4.31 | 2.9 | 12.61 | 5.64 | 2.9 |
| 2 | The daily supervision of the cleanliness of school buildings, canteen and facilities | 12.5 | 4.3 | 2.7 | 12.6 | 5.66 | 3 | 12.54 | 5.03 | 2.8 |
| 3 | Preparation and follow-up of financial and school records. | 12.8 | 7.01 | 2.8 | 16.5 | 8.47 | 3.8 | 14.80 | 7.99 | 3.4 |
| 4 | Preparing the financial reports and annual budget and submitting them to the authorities. | 13.5 | 13.20 | 2.9 | 11.6 | 9.16 | 2.7 | 12.46 | 11.14 | 2.8 |
| 5 | Follow-up of student's street crossing to school at the beginning and end of the day. | 10.3 | 7.56 | 2.3 | 7.4 | 10.38 | 1.8 | 8.76 | 9.25 | 2 |
| 6 | Supervision of the morning assembly and the entry of students and teachers to classes. | 15.0 | 6.83 | 3.3 | 14.5 | 4.85 | 3.4 | 14.71 | 5.79 | 3.4 |
| 7 | Receiving telephone calls. | 17.4 | 12.14 | 3.8 | 14.8 | 5.51 | 3.5 | 16.00 | 9.18 | 3.6 |

*Table (4.1.1): Mean averages and standard deviations of the average time spent on **administrative 1** tasks per by school principals day in minutes.*

| No, | School Principal's Tasks | Males (32) | | | Females (38) | | | Total (70) | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Administrative 2 | Average Time in Minutes | Deviation | % | Average Time in Minutes | Deviation | % | Average Time in Minutes | Deviation | % |
| 8 | Follow daily correspondence and school mail. | 20.9 | 9.26 | 4.5 | 17.2 | 6.41 | 4.1 | 18.87 | 7.99 | 4.3 |
| 9 | Reception of school visitors. | 25.4 | 11.57 | 5.5 | 20.7 | 9.03 | 4.8 | 22.87 | 10.46 | 5.2 |
| 10 | Preparation of statistics and daily reports. | 17.1 | 8.40 | 3.7 | 15.5 | 5.94 | 3.7 | 16.21 | 7.16 | 3.7 |
| 11 | Follow-up of teachers and workers daily affairs. | 21.2 | 9.93 | 4.6 | 15.5 | 7.15 | 3.7 | 18.11 | 8.93 | 4.1 |
| 12 | Organization of formal and informal meetings. | 14.2 | 9.28 | 3.1 | 12.9 | 4.31 | 3.6 | 13.54 | 7.47 | 3.1 |
| 13 | Follow-up of the lesson weekly plan implementation. | 12.6 | 4.24 | 2.7 | 10.9 | 5.67 | 2.5 | 11.66 | 4.58 | 2.7 |
| 14 | Perform personal tasks. | 8.0 | 4.96 | 1.7 | 7.6 | 8.47 | 1.8 | 7.80 | 5.64 | 1.8 |

*Table (4.1.2):* *Mean averages and standard deviations of the average time spent on **administrative 2** tasks per by school principals day in minutes.*

| No. | School Principal's Tasks | Males (32) | | | Females (38) | | | Total (70) | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Technical 1 | Average Time in Minutes | Deviation | % | Average Time in Minutes | Deviation | % | Average Time in Minutes | Deviation | % |
| 15 | Follow-up the work of the various school committees. | 12.1 | 4.60 | 2.6 | 12.4 | 9.16 | 2.9 | 12.24 | 5.03 | 2.8 |
| 16 | Authorize teachers, employees and students to carry out administrative tasks. | 11.3 | 6.85 | 2.5 | 10.9 | 10.38 | 2.6 | 11.09 | 7.99 | 2.5 |
| 17 | Solve the personal, professional, and functional problems of teachers and workers. | 14.2 | 6.71 | 3.1 | 12.9 | 4.85 | 3.1 | 13.51 | 11.14 | 3.1 |
| 18 | Solve students' behavioral and daily achievement problems. | 27.6 | 17.01 | 6 | 18.0 | 5.51 | 4.2 | 22.4 | 9.25 | 5.1 |
| 19 | Oversee and evaluate the implementation of treatment plans for vulnerable students. | 16.5 | 12.80 | 3.6 | 16.4 | 6.41 | 4 | 16.4 | 5.80 | 3.6 |
| 20 | Motivate students to develop their achievements and show their talents and creations. | 13.8 | 6.86 | 3 | 13.5 | 9.03 | 3.2 | 13.6 | 9.18 | 3.1 |

*Table (4.1.3): Mean averages and standard deviations of the average time spent on **technical 1** tasks per by school principals day in minutes*

| No. | School Principal's Tasks | Males (32) | | | Females (38) | | | Total (70) | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Technical 2 | Average Time in Minutes | Deviation | % | Average Time in Minutes | Deviation | % | Average Time in Minutes | Deviation | % |
| 21 | Contribute to the curriculum development. | 10.9 | 6.41 | 2.4 | 11.1 | 5.94 | 2.6 | 11.0 | 7.99 | 2.5 |
| 22 | Assisting teachers in developing goals, plans and school activities. | 12.3 | 5.03 | 2.7 | 11.3 | 7.15 | 2.7 | 11.7 | 10.46 | 2.7 |
| 23 | Follow-up the teacher's preparation of lesson plans. | 18.0 | 10.45 | 3.9 | 14.7 | 5.58 | 3.5 | 16.2 | 7.16 | 3.7 |
| 24 | Follow-up planning and implementation of classroom and extra-curricular activities. | 16.0 | 9.23 | 3.5 | 14.0 | 4.77 | 3.3 | 14.9 | 8.93 | 3.4 |
| 25 | Organize classroom visits for teachers to guide them and evaluate their performance. | 22.3 | 16.20 | 4.8 | 26.5 | 5.69 | 6.2 | 24.5 | 7.47 | 5.6 |
| 26 | Teacher's professional and personal development. | 20.3 | 27.96 | 4.4 | 22.0 | 4.65 | 5.1 | 21.2 | 4.58 | 4.8 |

*Table (4.1.4): Mean averages and standard deviations of the average time spent on **technical 2** tasks per by school principals day in minutes:*

| No. | School Principal's Tasks | Males (32) | | | Females (38) | | | Total (70) | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Social | Average Time in Minutes | Deviation | % | Average Time in Minutes | Deviation | % | Average Time in Minutes | Deviation | % |
| 27 | Involve teachers and parents in school decision making. | 12.9 | 5.35 | 2.8 | 15.1 | 4.00 | 3.6 | 14.1 | 5.33 | 3.2 |
| 28 | Facilitate the use of school resources to serve learners and community. | 12.2 | 7.49 | 2.6 | 9.8 | 4.67 | 2.3 | 10.9 | 6.09 | 2.5 |
| 29 | Activate and organize the relationship between the school and the community. | 13.4 | 12.34 | 2.9 | 11.0 | 6.72 | 2.6 | 12.1 | 8.89 | 2.8 |
| | **Total Average** | 15.3 | 4.57 | 100 | 13.4 | 2.93 | 100 | 14.6 | 4.10 | 100 |

*Table (4.1.5): Mean averages and standard deviations of the average time spent on **social** tasks per by school principals day in minutes:*

| | Order | Time | Highest Tasks | Order | Time | Lowest Tasks |
|---|---|---|---|---|---|---|
| **Male Principals** | 1 | 27.6 | Solve students' behavioural and daily achievement problems. | 27 | 10.9 | Contribute to the curriculum development. |
| | 2 | 25.4 | Reception of school visitors. | 28 | 10.3 | Follow-up of student's street crossing to school at the beginning and end of the day. |
| | 3 | 22.3 | Organize classroom visits for teachers to guide them and evaluate their performance. | 29 | 8 | Perform personal tasks. |
| **Female Principals** | 1 | 26.5 | Organize classroom visits for teachers to guide them and evaluate their performance. | 27 | 9.8 | Facilitate the use of school resources to serve learners and community. |
| | 2 | 22.0 | Teacher's professional and personal development. | 28 | 7.6 | Perform personal tasks. |
| | 3 | 20.7 | Reception of school visitors. | 29 | 7.4 | Follow-up of student's street crossing to school at the beginning and end of the day. |
| **Both Genders Principals** | 1 | 24.5 | Organize classroom visits for teachers to guide them and evaluate their performance. | 27 | 10.9 | Facilitate the use of school resources to serve learners and community. |
| | 2 | 22.9 | Reception of school visitors. | 28 | 8.8 | Follow-up of student's street crossing to school at the beginning and end of the day. |
| | 3 | 22.4 | Solve students' behavioural and daily achievement problems. | 29 | 7.8 | Perform personal tasks. |

**Table (4.2):** *Arrange the highest and lowest three tasks in terms of the time exchange rate on the tasks and point of view of the sample members*

| Principal's Gender | Quantity | Arithmetic Mean | Standard Deviation | T-Test Value | Level of Significance |
|---|---|---|---|---|---|
| Male | 32 | 14.8477 | 3.25817 | 2.316 | 0.028 |
| Female | 38 | 13.3191 | 2.23922 | | |

*Table (4.3): The results of the T-test analysis of the differences between the average responses of sample respondents to the time rate on administrative level tasks, by gender variable*

| Principal's Gender | Quantity | Arithmetic Mean | Standard Deviation | T-Test Value | Level of Significance |
|---|---|---|---|---|---|
| Male | 32 | 16.7898 | 5.55962 | 0.758 | 0.452 |
| Female | 38 | 15.9569 | 3.02057 | | |

*Table (4.4): The results of the T-test analysis of the differences between the average responses of sample respondents to the time rate on technical level tasks by, gender variable*

| Principal's Gender | Quantity | Arithmetic Mean | Standard Deviation | T-Test Value | Level of Significance |
|---|---|---|---|---|---|
| Male | 32 | 12.6667 | 7.06295 | 1.261 | 0.214 |
| Female | 38 | 10.9211 | 3.68622 | | |

*Table (4.5): The results of the T-test analysis of the differences between the average responses of sample respondents to the time rate on social level tasks by, gender variable*

| Principal's Age | Quantity | Arithmetical Averages | Standard Deviations |
|---|---|---|---|
| 1-40 years old | 12 | 254.50 | 17.085 |
| 41-50 years old | 34 | 256.21 | 20.454 |
| 51-60 years old | 24 | 259.45 | 36.243 |
| Total | 70 | 257.03 | 26.229 |

*Table (4.3): The arithmetical averages and standard deviations of the distribution of the responses of the sample members to the degree of time management performance of tasks according to the age variable.*

| Social Status | Quantity | Arithmetical Averages | Standard Deviations |
|:---:|:---:|:---:|:---:|
| **Single** | 9 | 252.00 | 15.984 |
| **Married** | 58 | 259.09 | 27.286 |
| **Other** | 3 | 232.33 | 18.502 |
| **Total** | 70 | 257.03 | 26.229 |

*Table (4.4): The arithmetical averages and the standard deviations of the distribution of the responses of the sample members to the time management performance according to the social situation variable.*

| Principal's Qualifications | Quantity | Arithmetical Averages | Standard Deviations |
|:---:|:---:|:---:|:---:|
| Diploma | 8 | 271.75 | 49.833 |
| Bachelors | 44 | 254.52 | 20.639 |
| Masters & PHD | 18 | 256.61 | 23.956 |
| **Total** | 70 | 257.03 | 26.229 |

*Table (4.5): The arithmetical averages and the standard deviations for the distribution of the responses of the sample members to the time management performance according to the variable of the scientific qualification.*

| Principal's Experience | Quantity | Arithmetical Averages | Standard Deviations |
|:---:|:---:|:---:|:---:|
| 0 – 6 years | 11 | 257.27 | 23.182 |
| 7 – 14 years | 23 | 253.70 | 21.344 |
| More than 15 years | 36 | 259.08 | 30.078 |
| **Total** | 70 | 257.03 | 26.229 |

*Table (4.6): The mean and standard deviations of the distribution of the responses of the sample members to the time management performance according to the variable years of experience.*

| School's Gender | Quantity | Arithmetical Averages | Standard Deviations |
|---|---|---|---|
| Males | 25 | 262.68 | 32.035 |
| Females | 35 | 252.63 | 23.515 |
| Mixed | 10 | 262.68 | 16.826 |
| Total | 70 | 252.63 | 26.229 |

*Table (4.7): The arithmetic averages and the standard deviations of the responses of the sample members to the time management performance according to the gender variable of the school*

| Number of Learners in The School | Quantity | Arithmetical Averages | Standard Deviations |
|---|---|---|---|
| **Less than 400** | 15 | 257.73 | 22.369 |
| **401-800** | 31 | 256.81 | 32.988 |
| **More than 801** | 24 | 256.88 | 18.426 |
| **Total** | 70 | 257.03 | 26.229 |

*Table (4.8): The mean and standard deviations of the responses of the sample members to the time management performance according to the number of learners in the school variable.*

| Educational Zone | Quantity | Arithmetical Averages | Standard Deviations |
|---|---|---|---|
| Damascus City | 37 | 329.69 | 40.197 |
| Damascus Countryside | 33 | 294.05 | 35.851 |
| **Total** | 70 | 311.87 | 38.024 |

*Table (4.9): The arithmetical averages and the standard deviations of the school principals to the time management performance according to the educational area variable.*