

## IMPACT OF TIME MANAGEMENT PRACTICES ON WORK PERFORMANCE OF SECONDARY SCHOOL HEADS WITH MEDIATING ROLE OF PROFESSIONAL ATTITUDE

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**Abstract:** *The present study focuses on the impact of time management practices on work performance of secondary school heads with mediating role of their professional attitude. Positivism research philosophy was adopted. Therefore, Correlational research design was applied. A sample of 250 school heads were selected out of 670 heads of the schools by using Yamane (1967) sample formula. Researcher used stratified sampling technique for the selection of sample. A questionnaire was used based on Five point Likert scale. Questionnaire contained twenty two (22) items of Time management Practices (Robertson, 1999; Larry, 2003), 24 items about Job performance (Spence & Helmreich, 1974) and 26 items about Professional attitude scale (Khan et al., 2009). Validation of the questionnaire was completed by applying Conant Validity Ratio (CVR) and Cronbach's Alpha was used to estimate the reliability of the instrument. As per result, the reliability of TMPS, WPS and PAS was found .821, .782 and .832 respectively. Researcher used Pearson product Moment Correlation and mediation analysis by using Barron and Kenny Model (1986). For this purpose, macro process by Hayes (2013) was applied. The findings of the study indicates that PA partially mediates in the relationship between TMP and WP. In simple words, professional attitude plays a significant role in the relationship of TMP and WP. In addition, PA of school heads positively influence on the relationship of TMP and WP. The study recommended that school administrators collaborate with their staff members and appropriately assign roles and tasks to them depending on their skills in order to avoid overburdening them.*

**Keywords:** *Time Management Practices (TMP), Work Performance (WP), Professional Attitude (PA)*

## INTRODUCTION

The position of school principal is seen as a complicated one, with a number of responsibilities. Undoubtedly, a principal of a school has a lot of difficulties. Begum and Gerdezi (2020) asserts that school principals deal with a variety of difficulties. In addition to coordinating all academic programs, the principal is also in charge of providing facilities for teachers and students to facilitate an effective teaching and learning process, upholding school discipline, building relationships with the community, maintaining high student achievement, maintaining a conducive learning environment, handling staff conflicts, resolving issues with teachers and students, and allocating appropriate time for office work.

School administrators are now held to a higher standard of accountability. Today, administrators are actually "under the gun" to deliver quality educational outcomes because of the heightened accountability and public concern about the deteriorating school performance in comparison to other countries. The overall performance of the school is positively impacted when the principal

allots appropriate time for classes and manages activities according to their schedule (Ärlestig & Johansson, 2016). School heads' working hours are hectic, full of interruptions and problems that require concentration. To carry out administrative tasks, school leaders make extensive use of the day's scheduled and unscheduled meetings. One of the major issues facing school leadership in terms of school achievement is scheduling multifactor activities. Because one of the most important issues facing school principals is striking a balance between their personal and professional obligations (Kouali & Pashiardis, 2015).

Fewer studies have been done on time management techniques and tactics that are beneficial for school administrators, stated by Adegbesan (2013). The majority of research has focused on how school principals' time management affects their stress levels, work satisfaction, and job performance. The administrative process is complex and challenging, involving frequent changes, extensive testing, public management, and a wide range of planned and unplanned duties (such as meetings, emails, phone calls, and discipline). Faculty leaders should therefore organize their lives and look for ways to efficiently and effectively manage their time (Ärlestig & Johansson, 2016).

Attitude is defined as a person's relative status that influences their actions. According to Rahmi et al. (2019) mental tendencies, including experiences, beliefs, desires, hopes, likes and dislikes, and intents, vary from person to person. Qualities like interdependence, equality, excellent behavior, and connectivity with others inside the school are the result of a professional mindset (Zulfiani, Herlanti & Yunistika, 2020). The definition of a profession is a task with defined norms, based on a particular level of training, acquired systematic knowledge, and abilities, performed in order to produce valuable things, give service, and earn money in return (Muzaffar & Malik, 2012). A profession is the name of the title for which individual's labor in order to sustain their life, often requiring extensive training, work, accumulation of information, and development of abilities based on the chosen occupation and which they obtain at the end of all these processes (Hallinger & Murphy, 2013).

According to Khan et al. (2020) looked into how school administrators manage their time and how it relates to the effectiveness of their teachers. No such studies have been carried out to examine the relationship between school heads' time management strategies and professional attitude. The goal of the current study was to find out how school heads' time management techniques affected their attitude toward their jobs. Furthermore, other empirical research showed that neither Khyber Pakhtun Khwa nor Pakistan in general had been the subject in the similar research work. The current study aimed to investigate the Impact of time management practices on work performance of secondary school heads with mediating role of their professional attitude. Following objective were made:-

1. To find out the relationship of time management practices with professional attitude of secondary school heads.
2. To find out the impact of time management practices of professional attitude of secondary school heads with mediating role of Job Performance.

## LITERATURE REVIEW

### Time Management

The term "time management" has been defined in a variety of ways by different writers, and there is now disagreement over what it means in previous research as well as no theoretical framework for time management (Alvarez Sainz et al., 2019). Time management includes time management techniques to regulate and track activities within a

specified time period. It entails assigning and arranging time as well as using time effectively, especially when it comes to doing essential chores. It sheds light on time management and the idea that one's time is purposeful and organized. Increasing the amount of time available for tasks is another purpose of time management, which also entails employing tactics to accomplish desired outcomes (Adebisi, 2013).

Effective time management is essential because without it, nothing else can be controlled. Performance and productivity both rise with better time management. Since discretionary time is the one aspect of the day that executives can fully control and claim as their own, increasing and optimizing its utilization is the main goal of time management for executives. Planning, conceiving, and solving problems creatively all require discretionary time. Although time management does not directly solve management issues, it gives executives the free time they need to do so, make future plans, and evaluate their overall progress (Robertson, 1999).

Time management techniques had varying effects on academic attainment and work performance. Time management techniques were positively correlated with grade point average for college students. Self-esteem, a sense of purpose in life, reported health, optimism about the future, current status, monochronic activity (Type A behavior), and more effective study habits were all found to be positively correlated with time management practices. On the other hand, time management practices varied with role demands and were adversely correlated with psychological discomfort, anxiety, sadness, somatic symptoms, neuroticism, and anomic and hopeless sentiments (Khan et al., 2014).

### **Styles of Time Management Practices**

One task at a time is what monochronic principals want to concentrate on. Monochronic cultures emphasize "doing one thing at a time" and view time as linear and divided into hours, minutes, and seconds. Germans, North Americans, Scandinavians, and Swiss people all tend to wear this style (Jaballa & Nening, 2024)

Polychronic principals may be easily sidetracked and prefer to work on several projects at once. This approach emphasizes "doing many tasks at one time" and is in line with cultures like Japanese, Latin American, African, South Asian, and Middle Eastern cultures that view time as organically recurring. Work management styles are the different ways that people manage their time (Claessens et al., 2007).

### **Professional Attitude**

An attitude is a taught inclination to think or feel a certain way about a person, thing, occasion, or problem. A person's beliefs, feelings, perceptions, values, expectations, and goals all contribute to their attitude. They may be unsure, neutral, negative, or positive (Çam & Üstün, 2016). A person's conduct in a professional situation, including their appearance and behavior, is referred to as their professional attitude. Usually, it's more formal than a sentimental one (Jan, 2016). The school's professional culture can be influenced by a principal's attitude toward their job, which can therefore have an effect on instructors' and students' learning and growth. By planning teacher professional development programs, principals may foster a culture of cooperation, creativity, and support. Proficient principals facilitate the growth of teachers' professional independence and offer educational opportunities. Improved student achievement may result from principals' efforts to foster learning in the classroom. Teachers and kids can both be motivated by a positive school climate. By listening to others, principals may better address issues and foster an inclusive learning environment (Rahmi et al., 2019).

### Job Performance

The value that an employee's actions bring to a company over a predetermined amount of time is known as job performance. The values and actions that an employee exhibits throughout time in order to support the company are known as job performance. Behavior that is focused on relationships: Interactions with coworkers, including exchanging information about jobs, cooperating, and communicating. The mission, vision, and values of the school are within the head of school's jurisdiction (Carter et al., 2018).

The head of the school encourages staff members to grow professionally and assists them in adopting suitable teaching methods and conduct. In order to establish a productive, secure, and efficient learning environment, the head of the school is in charge of overseeing its operations, resources, and structure. Teachers and students look up to the head of the school as an example to improve their performance (Regala, 2020)

### Conceptual Framework

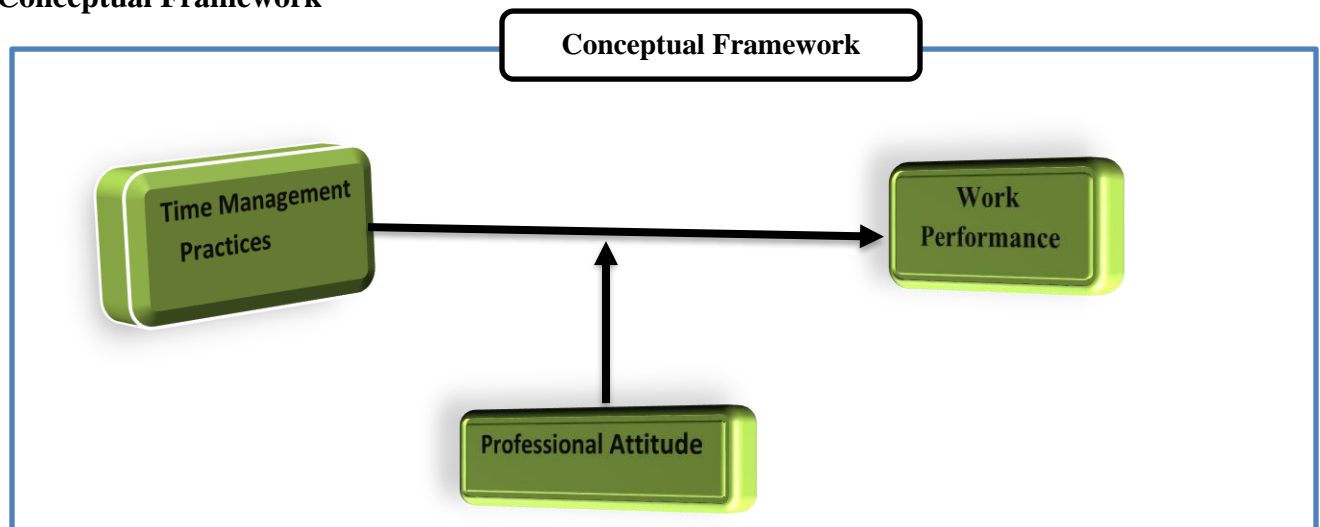


Figure 1: Conceptual Framework

## RESEARCH METHODOLOGY

### Research Design

Positivism Research Philosophy was employed. As a result, the current study used a correlational research design. This method of quantitative research measures variables in their natural environments. By examining the link between two or more variables without altering or modifying them, a non-experimental research method known as correlational study design.

### Population and sample size

The population of the current study consisted of all secondary school heads from the seven southern districts of KP. As per the Educational Management Information System (2021) report, there are 670 principals (418 males and 252 female) working in selected districts. There were 250 heads of secondary schools in the sample. Because the population was dispersed, stratified sampling was suitable for present study stratification was based on districts.

### Table 1.

### Population and sample

Population (N)	Sample formula Yamene (1967)	Estimation	Required sample
670	$n = \frac{N}{1+N(e^2)}$	$n = \frac{670}{1+670(.05*.05)}$	250

### Research Instruments

A questionnaire was used which divided into four sections. First section related to demographic attributes like gender and districts whereas second section related to 22 items of Time management Practices (Robertson, 1999; Larry, 2003), third section related to 24 items about Job performance (Spence & Helmreich, 1974) and 26 Professional attitude scale (Khan et al., 2009). Questionnaire based on five point Likert Scale (strongly disagree to strongly agree).

### Validity and reliability

The questionnaire was validated by social science professionals using the Content Validity Ratio (CVR), which was employed by the researcher. Moreover, the instrument's reliability was estimated using Cronbach's Alpha. Resultantly, reliability of work performance, professional attitude, and time management techniques was discovered.821, .782, and.832 respectively.

### Data Analysis

Researcher used Pearson product Moment Correlation, Researcher used Mediation analysis by using Barron and Kenny Model (1986). For this purpose, macro process by Hayes (2013) was applied.

## RESULT AND DISCUSSION

**Table 2**

**Showing Relationship of Time Management Practices (TMP) and Work Performance (WP) of school heads.**

Research Variable	Statistics	r	p-value
TMP ↔ WP	Pearson Correlation	.512**	.000

Table 2 indicates the relationship of TMP with WP. The result shows that there is positive correlation ( $r=.512^{**}$ ) was found between TMP and WP. In addition, the result depicts that value of  $p=.000<.05$  which shows that TMP positively correlated with WP.

**Table 3**

**Showing Relationship of Time Management Practices (TMP) with Professional Attitude (PA) of school Heads**

Research Variable	Statistics	r	p-value
TMP ↔ PA	Pearson Correlation	.519**	.000

Table 2 indicates the relationship of TMP with PA. The result shows that there is positive correlation ( $r=.519^{**}$ ) was found between TMP and PA. In addition, the result depicts that value of  $p=.000<.05$  which shows that TMP positively correlated with PA.

**Table 4**  
**Showing Relationship of Professional Attitude (PA) with Work Performance (WP) of school heads.**

Research Variable	Statistics	r	p-value
PA ↔ WP	Pearson Correlation	.669**	.000

Table 2 indicates the relationship of TMP with WP. The result shows that there is positive correlation ( $r=669^{**}$ ) was found between TMP and WP. In addition, the result depicts that value of  $p=.000<.05$  which shows that TMP positively correlated with WP.

**Table 5**  
**PA significantly mediates the relationship between TMP and WP**

Steps	$\beta$	Sig.
Step-1 DV: WP Time Management Practices (TMP)	0.3329	.000
Step-2 DV: PA Time Management Practices (TMP)	0.3924	.000
Step-3 & 4 DV: WP Professional Attitude (PA)	0.5921	.000
Time Management Practices (TMP)	0.4737	.001

The table 5 indicates the relationship between TMP and WP with the mediating role of PA. The table describes the four steps of Baron and Kenny (1986) of mediation model. In the first step, there is significant relationship between TMP and PA ( $\beta = 0.3329$ ,  $p = .000$ ) which fulfilled the first requirement of the model. In the second step, there is significant relationship between TMP and PA ( $\beta = 0.3924$ ,  $p = .000$ ) which fulfilled the second requirement of the model. In the third step, the relationship is significant between TMP and WP ( $\beta = 0.5921$ ,  $p = .000$ ) which fulfilled the third requirement of the model. In the last step, beta value is remain significant ( $\beta = .4737$ ,  $p = .001$ ) which shows PA partially mediates in the relationship between TMP and WP.

### Discussion

The current study aimed to investigate the impact of time management practices on work performance of secondary school heads with mediating role of their professional attitude. The result indicates that time management practices of school heads has positively correlated with their work performance. Same result was given by Hussain et al. (2019) they found that administrative satisfaction, administration performance and time management were found to be positively correlated. That is to say, when time management techniques improve, so does the level of enjoyment. Furthermore, it is discovered that male principals are more adept at time management than their female counterparts. The result reveals that time management practices has positively correlated with professional attitude of school heads. The study's findings are consistent with those of a study by Minhas et al. (2022). They discovered that well-trained principals handled their time in a professional manner. Their professional approach to their work is shown in their time management skills. Additionally, school leaders' professional attitude is enhanced by their time management abilities. Their excellent time management abilities allow them to operate in a

professional manner. Furthermore, efficient time management improves attitudes both personally and professionally, minimizes burnout, promotes career advancement, and increases job satisfaction. The result of the study shows that TMP has significant impact on the WP with mediating role of PA. Same result is given by Ricaplaza and Quines (2022). They found partial mediation on the relationship of TMP and WP with PA.

### **CONCLUSIONS AND RECOMMENDATIONS**

The study concluded that PA partially mediates in the relationship between TMP and WP. In simple words, professional attitude play also significant role in the relationship of TMP and WP. In addition, PA of school heads positively influence on the relationship with TMP and WP. So, professional Attitude of school heads cannot be ignored when there is positive association between TMP sand WP. The study also concluded school heads are more satisfied when they use effective time management techniques. More concisely, better time management practices the high professional attitude at work place. It is recommended that school administrators collaborate with their staff members and appropriately assign roles and tasks to them depending on their skills in order to avoid overburdening them. Additionally, the report suggested that the government may conduct training on time management strategies.

### **Limitations**

The result could be only generalized to seven selected districts.

### **Implication of the study**

This study contribute theoretical and practical knowledge to support the time management practices line with work performance and professional attitude of school heads.

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### **Declaration of Interest**

The authors disclose that none of their personal ties or known conflicting financial interests might have appeared to have influenced the work described in this study.

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