ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
College of Education and Behavioral Studies
Department of Educational Planning and Management

Practices of Time Management of Secondary School Principals in Mekelle Zone of Tigray

BY
TSEGABRHAN TEKLEAB ARAYA

JUNE 2013
ADDIS ABABA

PRACTICES OF TIME MANAGEMENT OF SECONDARY SCHOOL PRINCIPALS IN MEKELLE ZONE OF TIGRAY

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OFADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THEREQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL LEADERSHIP

BY

TSEGABRHAN TEKLEAB ARAYA

JUNE 2013

ADDIS ABA

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

PRACTICES OF TIME MANAGEMENT OF SECONDARY SCHOOL PRINCIPALS IN MEKELLE ZONE OF TIGRAY

BY

TSEGABRHAN TEKLEAB ARAYA

APPROVED BY BOARD OF EXAMINERS

Yikunoamlak Alemu (PhD)	Yekuno A	04/07/2013
CHAIR-MAN, DEPARTMENTS	SIGNATURE	DATE
Mekonnen Tesfaye		04/07/2013
ADVISOR	SIGNATURE	DATE
INTERNAL EXAMINER	SIGNATURE	DATE
Wonbe Kassaye		26/06/2013
EXTERNAL EXAMINER	SIGNATURE	DATE

Acknowledgment

First of all I would like to express my whole hearted appreciation to my advisor, Dr. Mekasha Kassaye. He has devoted much of his time from his busy schedule in advising me. He has provided me with basic idea and constructive comments which apparently enable me to produce this study in its shape and contents.

I would like to extend my gratitude to Ato Araya Hagos who is a lecturer in Mekelle University and my colleague Teferi Kebede for their indisputable encouragement and technical assistant throughout the study.

I would also like to express my deepest appreciation to Ato Atakilt Hailesilassie who is a lecturer in Mekelle University and my brothers Tadele and Asfawesen Tekleab for supporting me with finance and materials like lap top and references.

I would also like to express my appreciation for Ato Sisay Destawho is an English teacher in ministry of defense and friend Yoseph Nime for editing this study.

Finally, I express my thanks to my wife, Alembrhan Mokennen with, beloved children Temesgen, Dagmawe, Nardos and Hiyab and my mother Tejey Gebresilassie for their patience and support while I was busy in conducting the study.

Table of Content

Page

Acknowledgement i

Table of content ii

List of table iv

Abstract v

CHAPTER ONE 1

1. Introduction 1

1.1 Background 1

1.2 Statement of the Problem 3

1.3. Objectives of the Study 4

1.3.1. General Objective 4

1.3.2. Specific Objective 4

1.4 Significance of the Study 4

1.5 Delimitation of the Study 5

1.6 Limitations 5

1.7 Operational terms 5

1.8 Organization of the study 6

CHAPTER TWO 7

2. Review of Related Literature 7

2.1 Concept of Time 7

2.1.1. Characteristics of Time 8

2.1.1.1. Time is Irreplaceable Resource 8

2.1.1.2. Time is an Equally Shared Resource 9

2.1.1.3. Time cannot be Put Aside 9

2.2. Time Wasters 9

2.2.1. Varieties of Time Wasters. 9

2.3. Procrastination 13

2.3.1 Definition of Procrastination 13

2.3.2. Sources of Procrastination 13

2.3.3. Types of Procrastinators 14

2.3.4. Ways of Challenging Procrastination 15

2.4. Time Savers 16
2.5. Time Management 19
2.5.1. Definition of Time Management 19
2.5.2. Time Management Techniques 20
2.5.3. Time Management Skills 21
2.6. Time Management Practice and School Principals 23
CHAPTER THREE 31
3. Research Design and Methodology 31
3.1 Research Design 31
3.2 Sample and Sampling Techniques 31
3.2.1 Population of the Study 31
3.3.2. Sampling Techniques 32
3.3 Source of Data 32
3.4 Data gathering instrument 33
3.4.1. Questionnaire 33
3.4.2 Interview 34
3.5 Method of Data Analysis 34
CHAPTER FOUR 35
4. Presentation, Analysis and Interpretation of Data 35
4.1 Background of Respondents 35
4.2 Analysis and Interpretation 37
4.2.1 Concept of time 37
4.2.2 Delegation practices 39
4.2.3 Practices for Managing Meetings 40
4.2.4 Practices for Handling Interruptions 42
4.2.5 Practices for Establishing Priorities 43
4.2.6 Managing Procrastination 45
CHAPTER FIVE 48
5. Summary, Conclusions and Recommendations 48
5.1. Summary 48
5.2. Conclusions 49
5.3. Recommendation 50
Bibliography
Appendices

List of Tables

Page

Table 1: Total number of population, sample size schools in the target area by sub cities 32

Table 2: Background of Respondents 35

Table 3: Concept of time 38

Table 4: Delegation practices 39

Table 5: Practices for managing meetings 41

Table 6: Practices for handling interruptions 42

Table 7: Practices for establishing priorities 44

Table 8: Managing procrastination 46

ABSTRACT

Time Management practice of Principals' of Secondary School of Mekelle Zone of Tigray Regional State.

The purpose of this study was to assess time management practices of secondary schoolprincipals of Mekelle Zone of Tigray Regional State. To achieve this purpose the study employed a descriptive survey method. Forty eight samples of principals of the study were selected using available sampling techniques. Likert scale type of 30 item questionnaires, seven interview questions and document review were the main data gathering instruments. The data were analyzed using frequency, percentage and mean. Then, it is concluded that principals have problems of time concepts and its management. The points of recommendation include: like on the other basic resource, training on the concept of time is useful on effective use of time management that has problems with time management skill. The curriculum does not show the time management detailed like the other resources. So, it is suggested to work beyond that. In education, curriculum developers give necessary place to concept of time in depth and policy makers are advisable to give emphasis.

CHAPTER ONE

1. Introduction

1.1. Background

We make decisions in a day. Time is valuable in such away that it allows people to prioritize issues effectively.Stake and Hout (1990:39) said that time can be expressed in relation to productivity, finance, quality and innovation.Time is everything for the functional development and change of institutions specially schools.When we manage our time successfully, it means we achieve our goals. Steve and Paulina (2004) indicated that the ultimate potential benefit of such systems is the ability to optimize how wespend time in order to extract the best possible results in the shortest period of time.

Time is a significant element of resources.Time cannot be put aside like other resources. People who have more than enough materials can put it aside for future use but not time. Linder (1970:2-11) indicated that unlike the other economic resources, time cannot be accumulated. To use his words "we cannot build up a stack of time as we build up a stock of capital."

When we use managingtime is a crucial resource for persons or institution. (Time management study guide) support this idea, time management plays a very important role not only in organization but also in our personal lives.

In any organization time is not properly used and faced the problem of time management. According to Patrick (2007:34) in any organization constitutehierarchical structures, people, deadlines, paper work and etc, in large of problem of time management.

With regard to this Educational and training policy of Ethiopia (1994) stated that in attempt to solve existing problem of the education system especially the equitable provision of education, achieving quality and other objectives was clearly described in accordance with a specific time schedule. But due to the problem of managing time effectively, the planned schedule was not properly accomplished.

The Ethiopian educational system has adopted the result oriented approach to measure the performance of principals and teachers in according to with time.The new approach hasfour elements: quantity, quality, time and cost. The school principals have responsibility to manage all activity of the school based on the plan. Their responsibilities include providing instructional leadership and managing academic programs in accordance with the school plan. In relation with this Sohn (2010) stated that available and instructional engaged time leads the principals to investigate draw backs and improve the teaching learning process.

The profession of principal is complex and demanding with continuous change, dealing with people and myriad of tasks both planned and unplanned tasks. So the profession needs experience. In relation with this, Love and Smith (2004) asserted that based on personal experience, the principalship position needs a strong commitment and skills to lead teachers and students. Effective principals are the one who achieved the school goal. Also, principals utilized effectively the skill of teachers in planning, organizing, staffing, directing controlling and decision making process.

Nowadays procrastination is the enemy of time, As Welter cited in Zemicheal (2003: 187) procrastination includes falling to perform an activity with the available time or postponing until the dead line. High level procrastination appearswith the behaviors particularly to self -related learners. In relation with this Chu and Choi (2005 :255-264) stated that procrastination has been considered as self-handicapping behavior that leads to wasted time, Poor performance and increased the duration for specific activities.

Melaku (2010:74) stated that time is more than just managing time. This indicated that not only the appreciation of time, but also not management of time consumption in the particular area. Therefore, this study is to investigate the Current Practice of Time Management in Secondary School Principals' ofMekelle Zone of Tigray Regional State in 2013,focusing perception of time peculiarity and association with other things time wasters and techniques of time management.

1.2. Statement of the Problem

Principals are responsible for coordinating school activities, establishing positive learning environment, evaluating teachers, proving staff communication and establishing effective school community relation (Williamson, 1971:115).

The principal is accountablefor all activities performed in the school and takes the risk. Thus to minimize the risk, the principal should done all activities based on the time allotted in the plan. Similarly, Povidevin (2007:162) indicated that it is today to do them, today's work as though time can be measured using a watch, but the clock is a tyrant.

As education is a key tool for the overall development of all society, time is the blood vessel of the whole teaching learning process of the school found everywhere of the country too (Zemicheal, 2011:3).

Nowadays, competition existed amongschools, school leaders andstudents in order to be better than others. But the problem faces on the usage of time to be a competent and qualified person.

The proper time management of principals particularly is not easy because there may be less perception of time management and ineffective strategies of time management.

There has been no such study conducted in time management of principals in Mekelle Zone of Tigray. And the question that comes to the researcher's mind was that when I was at school, I had never talked, and discussed about time resource like the other basic resource. Hence to find solutions to the problem of time management, it is the time to conduct a study in Mekelle Zone of secondary schools. So, to investigate the objectives of the study, the following basic question are set.

1. To what extentdo school principals' perceive the importance of time?
2. To what extent do the principals aware ofprocrastination?
3. To what extent do school principals come up with relevant oftechniques for time management?

1.3. Objectives of the Study

1.3.1. General Objective

The aim of this study is to investigatePractices of Time Management of Secondary School Principals in Mekelle Zone of Tigray.

1.3.2. Specific Objectives

To address the above stated general objective the following specific objectives are formulated.

1. To examine the school principals perception towards time.
2. To investigate the time wasters of the schools that whether the Principals are aware or not about it.
3. To study the school principals' perception on management oftime.
4. To search the techniques of time management thatthe principals apply.

1.4. Significance of the Study

The significance of the study can be described as follows:

To the best my knowledge of the student-researcher, there have been two researches on this issue. The first one is on the problem of time management as a general issue and the second one is practice of secondary school teachers in Central Zone of Tigray. These materials were used as related review literature. So, this study is focus on time management of principals. It is, believed that this study will contribute to further add literature in the field and may serve as an additional source of reference.

- It is also believed that this study will give some ideas to principals, supervisors, planners, and curriculum designers as how to conceptualize the mystery of time and as how to manage time utilization properly minimizing the top time thieves to the school principals.
- In addition, some interested people might use this paper asfurther study.

1.5. Delimitation of the Study

The study is delimited in area, subjects and data collection instruments. First, out of the seven zones found in Tigray region, the study is delimited to secondary schoolsin Mekelle Zone. This is because; the researcher believes that addressing all the schools, which are found in the region, is unmanageable. Besides, the study is delimitated to the Zone; because the researcher is still working as a principal in one of the secondary schools of the Zone.

1.6. Limitations

The student researcher faced some limitation while conducting the study.

- Somequestions were not answered by two principals, and then may lead to distort errors in the completion of the percentages.
- The principals had lots of meetings, so it difficult to get the participants within the limited time for data analysis.
- Focuses only on Mekelle zone of secondary schools because of financial and time constraint.

1.7. Operational Terms

1. **Secondary school:** schools to teach grade 9-10 students according to the existing Ethiopian education policy.
2. **Procrastination:** putting off work, postpone action and decisions, and not finishing works.
3. **Time management**: it is an art of arranging and budgeting one's time for the purpose of generating more effective work.
4. **Delegation**: entrusting another person with a task for which the delegator remains ultimately responsible.

1.8. Organization of the Study

This research consists of five chapters. Chapter one dealswith introduction, statement of the problem, objective of the study, significant of the study delimitation, limitation and organization of the study.Second chapter deals with the review of related literature. The third chapter deals with research design and method. Fourth chapter deals with the presentation, analysis and interpretation. Finally summary, conclusions and recommendations were forwarded based on the analysis treated in the fifth chapter. Besides, a bibliography, sample questionnaires and other relevant document areattached at the end.

Widely, according to the scholars provided and reviewed everyone express time differently this is true at the level of different subjects the first view of time, which was universal and shared by everyone. And the second view of time is which shows in the tradition of time is neither an events nor a thing.

Broadly, these writers are show that human time is important and top resource an organization and personal tasks too. And expected time is money.

Time is the commodity that is unbiased, an available to all equal amounts, does not cost us anything monetarily, and is completely at our own disposal. The main difference to each of us is the way we use the time that is available. Melaku (2010:75) indicated that on whatness of time, time is a key resource to the education institution.

2.1.1. Characteristics of Time

Time can be locked as at the fluid resource that connects the past, present and future. Time is perishable, irrevocable and never expandable; therefore, identifying where it all goes is critical (Kevin C: 2007). Wilkinson (1971) asserted that time is something to be invested not spent.

Time exceptional resource and every one of us have equal shares (Le Boeuf, 2001:59) .And Melaku (2010:75) added on this time is a resource which is a common element to all of us. Assamenew (2003:8-9) sited different scholars, characteristics of time is classified into three. There are:

2.1.1.1. Time is Irreplaceable Resource

All resource can be replaced by similar and another resources. Time is perishable, irrevocable and never expandable; therefore, identifying where it all goes is critical Kevin C. Taylor(2010:17). For instance, if we out off a tree,we cut plant and replace another one even two plants or trees. In the same way a man who spent hundred birr might replace the same amount or more money by different means. However, time is the only resource that human beings cannot be substituted once again by any means.So it is necessary to use time without wasting it, especially in school.

2.1.1.2. Time is an equally Shared Resource

The occupation of resources differs from person to person, from to time and form place to place. For instance, in the case of resource money, some are millionaires and some are coin less. Some are land lords who owned a large amount of land and some are without any plot of land. Marqos and Lemma as cited in Zemicheal (2011) time equally shared for every one of us. Everyone has twenty four hours a day.

2.1.1.3. Time cannot be Put Aside

Most resources can be put aside for future time or use. For instance, people who have more than enough or surplus money can put aside it for the future use of it in the bank or anywhere that they think is a safe place and can use it again whenever they want it. But time cannot store like the other properties. Munroe (1967:167) indicated that time never stands still; when I use his words "Time and Tide wait for no man." In addition to this essentially everything takes time; time cannot be stored, saved, replacedor used faster.Linder (1970:2-11) on his part pointed out that unlike the other economic resources, time cannot be accumulated. To use his words "we cannot build up a stock of time as we build up a stock of capital."

2.2. Time Wasters

Time is a crucial budget to our life and our institution. It is prevent us to organize and use it effectively.Manywriters said for time wasters that, time thieves. These and other writers classified for time wasters.

2.2.1. Varieties of Time Wasters.

Le Boeuf's (2010) Melaku (2010) and Wandy Hearn (2012) time wasters for grouping methods is not more different, then Melaku (2010:95-79) the top time thieves are see one by one.

Melaku (2010:75-77) stated that the top time thieves are:

I) planning, II) crisis management, III) procrastination, IV) Interruptions, v) not delegating, VI) unnecessary meeting, VII) the shuffling blues, VIII) poor physical setup, IX) poor networking, X) bad attitude and XI) negative people.

I. **Poor planning:** Not giving the necessary weight or credit to Planning results to the source of improper planning .As a result, leaders might not have sufficient time to accomplish the work.
II. **Crisis Management**: Because of the shortage or absence of prioritization in case of the tasks importance and urgency lead to crisis management.
III. **Procrastination**: Rather than doing tasks at their right time or planned time, a need to push to another next time. It can be due to the afraidof failure or success.
IV. **Interruptions**: They are in wanted time robbers that can be quests, telephone, unplanned meeting, e-mails, less communication and confused authority, and the like.
V. **Not Delegating**: Mangers miscomputed that rather than delegating tasks in a right way they try to do all themselves. And this kills a lot of time.
VI. **Unnecessary Meeting**: unstudied meeting are unproductive.
VII. **The Shuffling Blues**: Disorganizing or disorganization is another thief of time.
VIII. **Poor Networking** :If things which are frequently required by the manager are not within easy reach, it can be problematic
IX. **Poor Physical setup**: As good networking facilitates good relationships with subordinates and other, if you miss it, it will be wastage.
X. **Bad Attitude**: Managers are expected to study the problems and give solution. If not, bad attitude obstacles the time management.
XI. **Negative people**: Mangers are getting rid of negative people spending a lot of time to listen them.

Time wasters eat into our time and can make it very difficult to manage our time effectively. They can be the most trivial of things, and are therefore very hard to spot. (Time management guide: 2002)

Wendy Hearn (2012) stated that each of us has our own favorite way of wasting time (although we often do not like to admit it).Listed below are general time wasters.

I. **Firefighting**: Defined as being pulled away from priority tasks to answer questions, offer solutions, delegate or solve problem-related minor issues.

II. **Poor delegation**: Inability to discriminate between tasks needing your time and attention, and those others are capable of accomplishing.

III. **Failure to share information**: The inability or unwillingness to discuss with others.

IV. **Snap decisions**: Those decisions made too quickly and without having all the necessary information.

V. **Day dreaming**: Being preoccupied with non-task or non-work related thoughts.

VI. **Lack of a written plan**: May be business plan with goals, objectives and various financial considerations or simply written priorities and a daily plan of action.

VII. **Desire to be involved with too many people**: Extends beyond business interactions to the point of interfering with work. It is excessive socializing.

VIII. **Not exercising authority**: The inability to make decisions that might adversely impact some people and compromises the success of task accomplishment.

IX. **Failure to anticipate**: Lack of focusing on possible outcomes or requirements.

X. **Failure to clarify precise responsibilities with manager**: Assumes that you have full understanding of others expectations.

XI. **Resisting change**: Process of consciously or subconsciously not participating in the change process.

XII. **Postpone the unpleasant**: Usually a continual reprioritizing of daily tasks. A way to delay something that is not enjoyable.

XIII. **Inability to say No**: You are unable or feel powerless to refuse any request.

XIV. **Fear of mistakes**: The mental process of focusing on negative outcomes and is often a preoccupation with past mistakes.

XV. **Criticism overreacting to constructive**: The inappropriate overt or covert response to feedback andrecommendations.

XVI. **Prolong event in order to gain improved results**: Process of doing and redoing, evaluating under-evaluating as a way of "testing" the best possible outcomes.

XVII. **Seeking "all" of the facts**: The thought and action of continually gathering new information.

XVIII. **Procrastination**: Process of delaying action or the inability to begin action.

XIX. **Seeking the best, not necessarily workable solutions**: Something better is always onthehorizon.

Tracy (2004:139) stated that people are surrounded by others and circumstances that waste time and undermine effectiveness all day long. Tracy provided a list of seven major time wasters in the world of work that he has derived from hundreds of time management studies and opinion surveys.

I. Telephone interruption
II. Unexpected visitors
III. Meetings
IV. Firefighting and emergencies
V. Procrastination
VI. Socialization and idle conversations
VII. Indecision and delay

Hedges (1991:37) in his share, created two categories of time wasters, easy to correct and difficult to correct. The easy to correct time wasters includes the following items: poor filing system, absence of priorities, open-door policy, inadequately trained secretaries, too many meetings, telephone interruptions, lack of delegating skill. The more difficult to correct time wasters includes the following items: negative work environment, heavy staff turnover and handling student discipline.

Etta Kralovec (2003:101) added that, schools are wasting time by ignoring Priorities. Some principals are victims of the various demands of the school. This may be especially true when a principal is new to a school that has established practices that waste time.

Clearly, the most serious consequence of wasted time in schools is that instruction suffers. But there are other negative effects.Schools can create confusion for staff and students when the schools are involved in too many activities of an instructional and extracurricular nature.

2.3. Procrastination

Procrastination is an enemy of time. Procrastination is grouped with time thieves.Most scholarssaid; it is unthinkable to indicate time wasters without procrastination (Zemicheal 2010:23). See procrastination separately from the other time wasters as follow.

2.3.1 Definition of Procrastination

Procrastination is defined as the thief of time. Tracy (2004:159) stated that the tendency to procrastinate is the primary reason that many people lead lives of quiet desperation and retire poor. Chuan Choir cited in Zemicheal (2011:24). Procrastination has been considered self-handicapping behavior that leads to wasted time poor performance and increased stress. Gahrmann (2002) procrastination is both a behavior and an attitude waiting until the past minute tends to create acrisis or problems that may not otherwise exist.Steel(2007:5) define procrastination and in indicating it is to voluntarily delay an intended course of action despite expecting to be worse off for the delay.

Procrastination may result in stress, a sense of quilt and crisis, severe less of personal productivity, as well as social disapproval for not meeting responsibilities or commitments (Encyclopedia:2006).

2.3.2. Sources of Procrastination

Procrastination is causes by laziness, low willpower or low ambition.(Encyclopedia, 2006)

Procrastination is strongly connecting with lack of self-confidence (low-self efficacy, or learn helplessness) or disliking the task (boredom and apathy). Lee, Kelly and Edwards (2006:6). They added that the strongest connection to procrastination, however, is impulsiveness.

Lee, Kelly and Edwards (2006:6-15) cited that, the sources of procrastination are:

I. **Psychological**: it appears to be a connection with issues of anxiety, low sense of self-worth, and a self-defeating mentality.
II. **Physiological**: root of procrastination mostly surround the role of the prefrontal cortex. When damage or low activation in this area reduce an individual's ability to

filter out distracting stimuli, ultimately resulting in poorer organization, a loose of attention and increased procrastination.

III. **Mental health**: for some people, procrastination can be persistent and tremendously disruptive to everyday life. For these individuals, procrastination is symptomatic of psychological disorder such as depression.

IV. **Perfectionism**: a tendency to negatively evaluate outcomes and one's own performance, intense fear and avoidance of evaluation of one's abilities by others, heightened social self- consciousness and anxiety, recurrent low mood.

2.3.3. Types of Procrastinators

Many researchers had classified procrastination in to different types. Joe (2012) identified procrastination into six types. There are:

I. **Perfectionist**: often find it difficult to begin a task because the thought of getting every detail perfect is overwhelming.

II. **The dreamer**: abstract thoughts are more pleasant to think about ,than the real life actions that need to be taken.

III. **The crisis maker**: whowork best under pressure?

IV. **The differ**: who refers many tasksseem like an unfair use of time and energy.

V. **Over doer**: who not takes to prioritize and say no to other demands on time?

VI. **Worrier**: many tasks seem risky.

Ferrari as cited in Marano, (2002) identified three basic types of procrastinators:

I. **Arousal types**: motivations lie in the rush of adrenaline that comes from intense deadline pressure.

II. **Avoider types**: people who avoid work due to a fear of failure or judgment. Many of these procrastinators worry that if they give themselves enough space, they risk losing the fallback excuse of "Oh, this isn't my best effort because I ran out of time."

III. **Decisional types**: are driven by the inability to make a decision or accept responsibility for their decision.

In addition to this, Morgenstern (2005) identified three broad reasons for procrastination.

I. **Skill deficits**: procrastination in this reason fall into two main subcategories: a) lack of skill in doing the thing you are procrastinating on and b) lack of time management skill.

   Sometimes people procrastinate on doing something because they literally don't know how to do the task- they don't have the necessary skills. Other times people procrastinate on important tasks because they don't know how to manage their time, so everything gets done.

II. **External obstacles**: there are two main subcategories of external obstacles: other-imposed and self-imposed. Other-imposed external obstacles involve not taking into account the unreliability of other people. You can't control someone else, but you can control how you respond.

   Self-impose external obstacles involve being over-committed. Often people can't get stuff done simply because they are trying to do too much.

III. **Emotional problem**: into this category fear of success, fear of failure, passive aggression, perfectionism, enjoying crisis, rebellion.

General speaking, these three authors identified about type of procrastination, they mentioned by different ways. But their concepts of their idea are similar. Type of procrastination comes from, pressure, fear of risk, lack of skill, doing much tasks once etc.

2.3.4. Ways of Challenging Procrastination

We are all guilty of procrastination at some point in our lives. We get caught up in other activities and put some of our most important 'to-do's' on the back burner only to feel crappy about not acting on it earlier when it comes around to bite us on our lazy asses (Joel 2012).

Most experts agree that to solve procrastination problems, you first need to identify the reason for procrastination.

Joel (2012) put some lists ways of challenging procrastination.

I. Focus on what's realistic rather than what's ideal.
II. Seek support from others before you are under too much pressure.
III. Make daily to-do lists with small, broken- down tasks that you can complete on a given day.
IV. Make your dream into a goal.
V. Rank your priorities in life, and devote your energies accordingly.
VI. Recognize and respect your personal limitations.
VII. Learn to make realistic judgments about the time and effort required to complete a task.
VIII. Commit to rewarding yourself for setting and achieving realistic goals.

2.4. Time Savers

Time severs are know when, where, to what thing done their time. King (2011:87) recommended some directions of saving time. There are:

I. Confirm appointments and opening times before you leave the house. Youknow how much time is wasted when you don't confirm.

II. Real work first, busywork second. Answering e-mail and voicemail is like falling into a never-ending pit. You'll have to do it sometime, but go ahead and get the meat of your work done first before you get sucked in.

III. You don't have to do it all yourself. Delegate what you can even if it means it's not done exactly the way you'd do it.

IV. Don't get hung up on making things perfect. If something is good enough, learn to live with it. If that's not possible, at least take a break and do something else instead of wasting hours wrestling with a tiny detail. Chances are good some time away from the problem will allow your mind space to work out a solution.

V. If you've put something off for days or weeks how badly do you really need to do it? Unless it's a dentist appointment, the answer is probably that you don't

have to do it at all. Eliminate it and breathe easier knowing that it's off your plate.

VI. Set aside slices of each day to eliminate distractions and focus completely on high priority tasks. Close the door, send all calls to voicemail and concentrate fully on getting the task at hand done.

VII. Be protective of your time and set boundaries. Be polite but firm in letting people know that you can't spare the time. Don't feel like you have to be overly apologetic or make excuses.

VIII. Take advantage of your natural biorhythms. If you work best in the morning, aim to get the bulk of your tasks done then and vice versa for night owls. Do your best to try to respect the natural flow of your energy rather than try to impose the schedule you think you should.

IX. If you run out of something, make do without it until your next regularly scheduled shopping trip. Unless it's toilet paper, make the time to buy that.

X. Embrace the law of 80/20. It's true, 20% of the effort accounts for 80% of the results. Discover what that 20% is for every job that you have to do and even if you never get around to the other 80%, you'll still get good results.

XI. Learn to manage the people in your life who are time sucks. Everyone else can be managed in some way. Whether it's setting firm boundaries or using reverse psychology or just being smart about when and where you'll spend time with them, do what you can to prevent others from taking up more of your time than you can afford.

XII. Spend your time commuting learning something new or relaxing with a good story.

XIII. Be patient. Wasting time fuming and fussing will only make you too heated up to get what you need to done.

XIV. Be realistic about what you can accomplish in a given amount of time. Over scheduling yourself won't help you get more done and will probably wind up destroying your efficiency.

XV. Work smarter, not harder, unless working smarter involves spending 4 days dreaming up some cockamamie scheme to get out of a few hours labor.

n addition to this, Patsula cited in Zemicheal (2011:18) recommended sixteen strategies so s to save you with excess seconds, minutes and house each day there strategies.

I. Examine with decreasing your sleep time-getting half an hour might provide your extra time needed to conductor accomplish an important project.
II. Search significant time during the day time that you can do your best work your time blocks ought to be planned accordingly
III. Arrange provider ship objects directly to customers when possible
IV. Making meeting short and arranging manageable and effective meetings
V. Make your mind clutter-free of ideas or correspondence avoid paper shuffling and have a look at a notion only once with complete concentration.
VI. Know the difference between excellence, an achievable goal, and perfection; an unattainable frustration never beat a dead horse.
VII. Have proper delegation.
VIII. Train to act two things at the same time. This can be while reading a fiction listening to music.
IX. Adopt to say no. the best strategy to destroy time robbers is being honest with them
X. Schedule accessible workspace so that time is not theft in using it
XI. Schedule accessible work space so that time is not theft in using it
XII. Narrowing meeting times instead of having a formal kind of meeting prepares in the hall just for small minutes, or else circulates a means
XIII. Sleep on a problem: Learn so as to utilize subconscious during the time of sleep to assist in solving difficult problems. And listen to tapes too.
XIV. Concentrate on standardized and non-perishable goods whenever they are one sale.

XV. Have friends, colleagues and employees to establish a knowledge net work

XVI. Motivate your colleagues or employees while working at work effectively and in a better way.

2.5. Time Management

2.5.1. Definition of Time Management

Timemanagement is the art of arranging, organizing, scheduling, and budgeting one's time for the purpose of generating more effective work and productivity (Wise Geek:2011:24).

Timemanagement is important for everyone. While time management books and seminars often place their focus on business leaders and corporations, time management is also crucial for students, teachers, factory workers, professionals, and home makers.

Management study guide (2002) stated that

I. Time Management refers to managing time effectively so that the right time is allocated to the right activity.

II. Effective time management allows individuals to assign specific time slots to activities as per their importance.

III. Time Management refers to making the best use of time as time is always limited.

It added that time management includes:

I. Effective Planning
II. Setting goals and objectives
III. Setting deadlines
IV. Delegation of responsibilities
V. Prioritizing activities as per their importance
VI. Spending the right time on the right activity.

2.5.2. Time Management Techniques

Time management refers to the judicious use of time for achieving success in life. Time Management helps an individual to make the best possible use of time. It is essential for individuals to value time and allocate the right time to the right activity (Covey: 1989:123-125).

According to Covey, let us go through some Time Management Techniques:

I. Set your Priorities. Know what all needs to be done on an urgent basis. Prepare a "TO DO" List or a "Task Plan" to jot down tasks you need to complete against the time slot assigned to each activity. High Priority Tasks must be written on top followed by tasks which can be done a little later. Make sure you stick to your Task List.

II. Make sure you finish your assignments within the stipulated time frame. Tick the tasks you have already finished. Treat yourself with different motivation if you finish your assignments ahead of deadlines.

III. Understand the difference between urgent and important work. Manage your work well. Do not begin your day with something which is not so important and can be done a little later. First finish off what all is urgent and important. Do not wait for your Boss's reminders.

IV. Stay focused. Do not leave your work station if some urgent work needs to be done. Going for strolls in the middle of an urgent work breaks continuity and an individual tends to lose his focus. Individuals who kill time at work find it difficult to survive workplace stress.

V. Do include time for your tea breaks, net surfing, and personal calls and so on in your daily schedule. Human being is not a machine who can work at a stretch for eight to nine hours. Assign half an hour to forty five minutes to check updates on social networking sites, call your friends or family etc.

VI. Set realistic and achievable targets for yourself. Know what you need to achieve and in what duration? Do not lie to yourself. Assigning one hour to a task which you yourself know would require much more time does not make sense.

VII. Do not overburden yourself. Say 'no' to your boss if you feel you would not be able to complete a certain assignment with in the assigned dead line. Don't worry; accept tasks which you are really confident about.

VIII. Be disciplined and punctual. Avoid taking unnecessary leaves from work unless there is an emergency. Reach work on time as it helps you to plan your day better.

IX. Keep things at their proper places. Files must be kept at their respective drawers. Staple important documents and put them in a proper folder. Learn to be a little more organized. It will save your time which goes on unnecessary searching.

X. Do not treat your organization as a mere source of money. Change your attitude. Avoid playing games on computer or cell phones during office hours. It is unprofessional. Do not work only when your boss is around. Taking ownership of work pays you in the long run.

XI. Develop the habit of using an organizer. It helps you plan things better. Keep a notepad and a pen handy. Do not write contact numbers or email ids on loose papers. You will waste half of your time searching them.

The educator stated thatpriority, set plans, get organize, etc. when we are use as time management techniques; we successful in our life and in our organization.

2.5.3. Time Management Skills

Tim Bridge (2009:7-9) in his book stated that time management is a skill that many of us seem to learn through necessity. Time management is a skill that takes time to development and perfect. It also is a skill that is different for everyone.

According to Tim Bridge there is elevenSolid Ways to Improve Your Time Management Skills.

I. **Make Lists**: Write as much down as you can. If you don't carry a planner or notebook already, start.A simple To Do List is often a huge help to anyone,

II. **Make Use of Down Time**: Using walking, driving, showering, or otherwise "dead" times to plan. Think about what your goals are for that day or the next. Which goals are most important? Prioritization is the key.

III. **Reward Yourself**: Whenever you accomplish something, especially the important things, make sure to take the time to reward yourself.

IV. **Concentrate on One Thing**: The human mind works more efficiently when it is focused. Multitasking is actually a disadvantage to productivity. Focus on one thing and get it done. Take care not to bleed tasks into each other. At times, multitasking may seem like a more efficient route, but it is probably not.

V. **Avoid Procrastination at All Costs**: When trying to be more productive and trying to save time, procrastination should be avoided like nothing else. It is the ultimate productivity-killer.

VI. **Set Personal Deadlines**: Nobody likes deadlines. They cause stress, aggravation, worry, and, more stress. A guaranteed way to alleviate some of this stress is to set your own earlier deadlines. Be realistic but demanding of yourself. Not only will this save you time and make you more productive in the long run, but you will also have a buffer time with little to no penalties compared to those received for missing a real deadline.

VII. **Delegate Responsibilities**: It is not uncommon for people to take on more than they can handle. The overestimation of one's abilities, though not necessarily a bad thing, can often result in stress and more work for an individual. To avoid this unnecessary stress, do not feel bad about delegating tasks.

VIII. **Set up a Long Term Planner**: In the everyday drab of life, we can often lose sight of our goals. Setting up a long term planner will help you envision your long term goals and rationalize your current objectives. Revise this long term planner monthly to keep goals up-to-date.

IX. **Employ a program like Rescue Time**: This is a lightweight app that records and graphs how you spend your time on your computer. Rescue Time will allow you to see exactly how you spent your time and will even send a weekly report to your email.

X. **Work in a Team**: Although giving up responsibilities is a scary thought for some, it is an invaluable method to increase the average team productivity of all involved. Make sure the team goals are clear and make sure everyone knows who is responsible for given tasks. Make sure all lines of communication are always open. A clogged or blocked line will have the opposite effect on productivity. Give tasks to those who are best suited for them and things will get done faster.

XI. **Be Careful to Avoid Burnout**: Burnout occurs when your body and mind can no longer keep up with the tasks you demand of them. Don't try to force yourself to do the impossible. Delegate time for important tasks, but always be sure to leave time for relaxation and reflection. Review your recent accomplishments and make sure you feel good. Review and reflection is one of the best ways to gain confidence and higher confidence means more productivity.

2.6. Time Management Practice and School Principals

The position of being a school principal is perhaps the most demanding in the field of education (Buck, 1993). Lovely and Smith (2004) asserted that based on personal experience, the principal ship is one of the hardest jobs in education today.

Planning, organizing, staffing, directing, controlling and decision making are the major tasks of principals (De Cicco, 1985:5). School principals' need to develop time

management strategies by planning a daily calendar to get organized, set priorities, master delegation and not be afraid to say "no" (Crouch, 2005).

Time is an absolute. No one has found a way to create it, suspend it, prolong it, delay it, accelerate it, or store it (Weldy, 1994:7). He also stated that time for school administrators is a resource, to be used productively.

According to Weldy (1994:39) time-management practices were grouped into six categories: establishing priorities, managing paperwork, scheduling contacts, handling interruptions, delegating, and managing meetings. These six categories are:

1. Practices for Establishing Priorities

A system of prioritizing important tasks according to predetermined goals as a practice for successful managers such as principals. Under this section Weldy (1994:39-40)five practices are listed.

- Principals should prioritize tasks.

Tasks are classified into three categories. I) Tasks that must been done II) Tasks that should beendone III) Tasks that might be done. The main idea is to use a system that denotes priority in some fashion.

For school principals, this practice is difficult because of the frequent demands and dependency on school leaders. Teachers, students, parents, and others have come to expect the principal to be available, to have regular contact with them, to be in the halls and classrooms, to listen and respond to questions and concerns, and to be accountable for what goes on in the school. These expectations can cause problems because they can prevent principals from spending time on other essential activities such as setting goals, (prioritizing), planning, organizing, or evaluating.

- Principals should maintain a "to-do" list.

Mostprincipalsknow how to prioritize tasks that are on their "to-do" lists. Many principals prioritize asthey work, but never "write it down" on paper. The efficient "to-do list" does not have to be rewritten every day.

- Principals should share a master list of priorities with all schoolpersonnel.

Setting job priorities, working on them in order, and listing on paper the major tasks for the day in order of priority were time-management practices. This indicates a significant amount of stress for high school principals under the management function of planning.

The unique pressures of the job of school principals may prevent them from handling high priority tasks.

They spend their day reacting to urgent tasks rather than managing and scheduling priorities. Principals who operate in the perfectionist plus mode would tend to prioritize tasksfairly efficiently, sometimes to a fault.

- Daily activities of principals should be linked to priorities.

It encourages one to think about thevarious roles that are played in life and how to balance one's life against these roles. Thisprocess adds the dimension of balance as principals prioritize. These authors conclude byreminding principals, "It's important to make sure that whatever system is aligned with what (principals) are trying to do".

- School priorities must be linked to district priorities.

According to Anton cited in Weldy (1994:68), proficient principals know how to "link school prioritiesto district priorities, get input on next year's priorities during annual evaluation conferences of staffand attend only those community events that are linked to school priorities."

2. Practices for Managing Paperwork

A major task of the school principals is to manage in a timely manner lots of papersthat are received from many sources. Principals get hand-delivered notes and letters written fromteachers, parents, and students making that special request of them. Everyone sending correspondence wants individual responses from principals in a timely manner. Of course, there is also the paperwork that is generated by principals themselves (observationrecords, cumulative records, discipline records, evaluation forms, calendars, newsletters,and so on.) School principals and their staffs are often requested to complete reports on one thingor another.

3. Practices for Scheduling Contacts

Principals'work behavior is spent time in personal contacts. The contacts included face-to-face meetings, telephone calls, and often brief visual or verbal interactions that occurred during monitoring or touring the building. Teachers, students, parents, community members, and others are principals' contact at different time.

4. Practices for Handling Interruptions

Tanner, Schnittjer, and Atkins cited in Weldy (1994:78), stated that either about 38% of the principals' activities were interrupted or the principals interruptedthemselves by hopping from one task to another. The activities of the principals that were most likely to be interrupted were monitoring, scheduled meetings, and desk work, in that order.

- Principals should make daily "tours" of the school building to make contacts with students and teachers.

Walking around, the building each day gives teachers regular times to discuss quick topics with principals. Teachers should be taught not to address serious issues at this time, but to schedule an appointment where both the principal and teachers can sit down and give serious matters the serious time they deserves.

Principals are visible and in proximity to the students. There are many issues that can be addressedwith students during a walk around the building, saving the serious issues forappointments in the office. It is also better for pupil control that the principal goes to thestudents on a regular basis, than to have students come to the office. This practice saves the time of the students as well as principals.

Likewise, parents have a typical pattern when they come to the building to seeprincipals. Most "walk-in" parents will come in around the beginning of the school day, during lunch, or near the ending of the school day. When this pattern is anticipated, a specific amount of time can be allotted for this purpose each day. Parents can makeappointments for serious matters also.

In summary, when principals model respect for time, their constituents will respect it too and make appointments for serious matters, allowing everyone involved being prepared.

5. Practices for Delegating

However, it must also apply to the staff, faculty, and parents with whom principals' coming contact.Delegating responsibilities toemployees so they can capitalize on their strengths is a must. It would behoove the principal to know the strengths of his employees so that responsibilities maybe shared. Many administrators fail to delegate because of the time it takes to train a subordinate to perform a task (Weldy, 1994:79).

- Principals should tell the secretary to whom certain routineresponsibilities have been delegated and allow the secretary to distribute mailaccordingly.
- Principals should inform the faculty and staff to whom certainresponsibilities are delegated.
- Principals should use time lines when delegating.

When communicating with staff, principals give aspecific time that delegations are outstanding. Specific time means not only the date that thedelegations are due, but also the exact time of day. When there are competent peopleworking together, a mutual time could be agreed upon for delegations to be completed.

• Principals should use some system to monitor delegations.

Learning to track important delegations and projects while managing the unrelenting pace of a school organization is also one of the responsibilities of a school principal.

Winston as cited in Weldy (1994:84) agreed that a "tickler" system of some kind is useful for reminding the principal to follow up on delegations, reports, and important projects.

6. Practices for Managing Meetings

Meetings, scheduled and unscheduled, take up a great percentage of an administrator's time. However, if managed appropriately, meetings can be a useful vehicle for communicating with colleagues, teachers, students, and parents. The unscheduled meetings were hastily arranged contacts between the principals and one or more persons which usually occurredspontaneously. The secondaryschool principals had most of their unscheduled meetings withpersons internal to the school.

• Principals should give the purpose of the meeting prior to the start.

• Principals should distribute an action agenda of each meeting well in advance.

Winston as cited in Weldy (1994:87) suggested the use of what she calls the action agenda: a written list of specific questions or discussion topics. This agenda should be distributed at least a dayin advance and should include desired objectives of the meeting (decision, recommendation, update, etc.), papers or information that participants should bring, andany advance preparation (reading or studying certain documents) required. This practiceallows participants not only to be prepared, but also allows the best use of the limited timefor meetings in a school. Weldy (1994) suggested that principals follow the preparedagenda with stated objectives, unless the group agrees that more pressing items arewarranted.

• Principals should set general time limits for each meeting.

- Principals should start and end meetings on time.

For ensuring more efficient and productive meetings, Weldy (1994) suggested that principals recognize that meetings which last longer than 1.5 hours lose their effectiveness.Most school schedules will not allow for meetings to last more than one hour.

The start of school, quitting time provides built-in limits for most meetingsheld in a school setting. Principals should list priority issues first on the agenda and beflexible should other important issues surface during the meeting. They should not feelcompelled to resolve all issues. Some issues may need to be put on another agenda foranother meeting. However, they should be certain to meet objectives set at the beginning.

- Principals should invite to the meeting only these staffmembers who are affected by the decisions to be made in the meeting.

- Principals should summarize the major points of discussion at the end of the meeting.

Bringing closure at the end of the meeting by summarizing major points is an effectivepractice.

Summarizing the major concerns of a parent or teacher at the end of a conference and restating actions that will be taken is also a good practice for principals. This practice cuts down on misunderstandings between school principals and others.

- Principals should have their secretaries take minutes and distributethem.

When minutes of all meetings are shared with everyone, then everyone is aware ofdecisions and actions. This also prevents everyone from having to attend every meeting.Distributing minutes is an especially good practice for large organizations. Having decisions in writing also serves as an historical record of how some decisions haveevolved.

- Principals should use a system to follow up on actions to be takenfollowing meetings.

A unique factor about action minutes is that the group decides when an action needs to be taken; the person's name who is assigned that task and dead-lines should be written right in the minutes.

In summary, these practices ensure more productive meetings. With the limited timein schools for meetings, teachers and other staff members may come to meetings with amore positive attitude when their time is respected.

To generalize that, establishing priorities, handling interruptions, delegation and managing meetings are the most crucial among techniques of time management. When principals use effectively minimizes wasting time and work successfully.

CHAPTER THREE

3. Research Design and Methodology

3.1 Research Design

The main purpose of this study is time management practice of secondary school principals' in Mekelle Zone Tigray in 2013.

To serve, this purpose the researcher employed a descriptive survey design. It is used to identify facts such as the privilege opinion, knowledge, practice the progress make towards envision educational goals and school success without passing judgment.

The reason used this method is, it enables to obtain current information about a problem as a snapshot basis. So this method enables the researcher to reflect practice of time management of secondary school principals' to test the basic questions. Moreover, it is appropriate to obtain information about principals' practice on conception of time.

3.2. Sample and Sampling Techniques

This section is provided population, sample frame and sample techniques.

3.2.1. Population of the Study

The target area of this study is Mekelle Zone of Tigray Regional State. In this Zone, there are seven sub-cities equal to levelof Woredas. The total numbers of secondary schools found in these sub-cities are twenty two, having forty eight principals. These participated and provide valuable information to the study.

Table 1: Total number of population, sample size schools in the target area.

Sub city	Number of schools	Number of principals		
		Male	Female	Total
Semen	2	3	-	3
QedamayWeyane	2	5	-	5
Hadinet	3	9	-	9
Adihaqi	3	9	-	9
Ayder	3	5	2	7
Hawlti	8	12	-	12
Quha	1	3	-	3
Total	22	46	2	48

Source: Mekelle Zone education office

3.3.2. Sampling Techniques

The primary sources of data werethe target secondary school principals. There were twenty two secondary schools in Mekelle Zone of Tigray.All schools were select of based on the available sampling techniques. This is because, the researcher believed that taking the available sample size is manageable; and in turn, it added the validity and reliability of the findings of the study. The total sample size of the target secondary schools were 22 (100%) in number. The total principals of these schools were forty eight. Available sampling techniques were the judgment of the researcher as to who can provide in the best information to achieve the objective of the study.

3.3. Source of Data

The data for the study was obtained from primary and secondary sources. Concerning primary source, relevant data was collect from principals and vice principals. Primary data collection can be thought of as the means by which information is obtained from selected subjects of an investigation.

The researcher used like relevant books, thesis, documents that is plans of schools, attendance of principals at Zone etc as secondary source of study.

3.4.Data gathering instrument

Depending on the purpose of the study, the researcher used questionnaire and interview as data gathering instrument.

3.4.1. Questionnaire

Questionnaire is one of the instruments, which was used to collect data from respondents. The questionnaire of this study was developed to collect valuable information from principals, who were currently working at all secondary schools of Mekelle Zone. The questionnaire was designed in English. It has two parts. The first part of the questionnaire consisted items that are constructed in the form of five point Likert Scale alternatives ranging from very often to never. There were 28 items in the Likert Scale. Besides, in the second part of the questionnaire there was one open ended type of question. The items in the questionnaire were developing from different review of related literature and from related research works. The questions in the questionnaire were generally aimed to: (a) identify problems related to time management, and tasks of principals' in the practices of time management, (b) generate views of respondents towards the purpose of time management practices.

For validation of the questionnaire, it was checked by expertisewho is my advisors that were believed to have adequate exposure on the research tools set up for the assessment of principals' time management before using in the main study. Taking the comments and suggestions of expertise is asinput modification and improvement was made on the questionnaire.

A pilot test was undertaken the questionnaire in three secondary schools at Enderta Woreda of Tigray. Accordingly nine principals were involved. Based on feedback, modifications and improvements on the instrument, items and rating scales was made. Besides, some mechanical corrections had been taken.

Studies on the reliability of the questionnaire indicated that the reliability of the six classification of the questionnaire that is concept of time, delegation practice, managing meeting, handling interruptions, establishing priories and managing procrastination. Then, from the pilot test two questions were canceled /practice of schedule contacts and managing paper work/ then it was arranged sequentially depending upon the study of questions and canceled words/phrases that shown negative.

3.4.2 Interview

In order to strengthen the data that was gathering through the interview. The researcher used interview to eight principals who currently worked in Mekelle Zone. The interview is used for collecting information that might not be gathered through the questionnaire. There were seven questions in the interview and they were conducted in English, because all the principals are first degree and second degree holders.The interviews were unstructured. Unstructured interview is flexible for both theinterviewer and interviewee. Any of them can ask for unclear question or answer. Bestand Kahn (2007:323-325) stated that an oral questionnaire is superior to other data gathering devices and people are usually willing to speak than write.

3.5. Method of Data Analysis

The major method employed in this study was a descriptive statistical tool. For this study the statistical tools, were frequency, percentage (elaborate and interpret responses), mean value (to evaluate on average), and the responses of rating scale were structured, organized and framed to suit and analysis.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

This chapter is assuming the main part of the study which deals with the analysis and interpretation of data collected for the study. The data were collected from forty eight respondents. The chapter consists two closely related parts: the personal data of the respondents, and the main data of the study which was collected through questionnaire. Forty eightcopies of the questionnaire were distributed to twenty two secondary school principals and all of the respondents filled and returned the questionnaires. Besides interview to nine principals and document analysis related to time management practices were carried out in order to strengthen the findings of the study.

4.1.Background of Respondents

The background of the respondents provided in number and percentage. The information included related to the participants' sex, educational status and work experience. The data were analyzed using frequency and percentage. Then, the detailed information of the respondents is given below.

Table 2: Respondents by Sex, Educational Status and Work Experience

No	Question items	Item	Principals	
			frequency	%
1	Sex	Male	46	96
		Female	2	4
		Total	48	100
2	Work experience	Below 6	4	8
		6-10	8	17
		11-15	9	19
		16-20	13	27
		21-25	6	13
		Above 25	8	17
		Total	48	100
3	Educational status	Degree	38	79
		Masters	10	21
		Total	48	100

As seen in the Table2, 46 (96%) of the principals of the secondary school were males. On the other hand, 2 (4%) of the principals of the secondary schools were female. This shows that despite the efforts made and brings females into the leadership position; still their participation is very low.

The work experiences of the respondents were from below 6 up to above 25 years. On top of this, a good number of respondents fall below and above this range. This enabled the study to gather information from principals of all ranks. And 34 (70.83%) of the respondents were below 6 up to 20 years work experience, then these principals are ready to learn and take training about time and its management.

On the above Table, the study is on the secondary school principals, from these 10 (21%) masters degree and 38 (79%) first degree graduates were found. So, the variety of educational status or enable the study to incorporate diversified views pertaining time concept and its management.

On the other hand, on the open ended questions, respondents were asked to provide information regarding the concept of time and time management that could express as good experience on practice, top problems to be improved having a sort of strategies to alleviate the problem. Accordingly, some of the principals of the school had learning on the resource management in education at the university when they had a stay for their second degree and first degree in educational planning and management area of study.

Some principals of the secondary schools, nonetheless, were first degree holders in teaching in their subject area. And as a result, except in work experience and personal endeavor, they did not have leadership training on leadership.

However, majority of professional who had a day to day experience with the concept of time and its management did not train on the effective utilization of time.Particularly in the secondary school principals due to lots of pressure from the external body, it is difficult to perform every activities based on the prepared schedule. From this, one can point out that the concept of time and its management is not practiced well or at its rudimentary stage .As a result principalwas not armed with the necessary weapon andprincipals did not

accomplish their tasks by prepared schedule, some tasks were postponed or done without the schedule.

4.2. Analysis and Interpretation.

In relation to time management of principals were asked to show their agreements or disagreement to statements that describe about time management. Respondents rated their agreement/disagreement using the scale type (very often (5), often (4), sometimes (3), rare (2), and never (1). For sake of analysis, mean scores less than 2.5 were interpreted as poorly practiced, mean scores 2.5-3.5 as averagely practiced and means scores greater than 3.5 good practiced.

4.2.1. Concept of time

Time is the most precious treasure owned by people unlike money that is never back after spending it. Many of us know the theoretical part of time, say that "time is life", and so on. But, our practice is different from the theoretical. Time is perishable, irrevocable and never expendable; therefore, identifying where if all goes is critical (Wilkinson cited in Kevin C. 2007:17).

The secondary school principals were asked to rate the items related tothe concept of time using a Likert rating scale as followed: 5 = Very often, 4 = Often, 3 = Sometimes, 2 = Rarely and 1= Never in the following table and rating score were further computed to mean.

Table3: Response principals on Perception on time

No.	Items	Very often		Often		Sometimes		Rarely		Never		Mean
		F	%	F	%	F	%	F	%	F	%	
1	I make constructive use of my time	3	6.3	5	10.4	8	16.7	23	47.9	9	18.8	2.4
2	I conscious that time is most critical resource.	5	10.4	5	10.4	9	18.8	16	33.3	13	27.1	2.4
3	I perception on the strong relation of time to other elements.	8	17	16	33	9	18.8	7	14.6	8	16.7	3.2
4	I discuss at school about concept of time.	0	0	0	0	17	35.4	20	41.7	11	22.9	2.1
5	I make minor decisions quickly.	8	16.7	15	31.3	16	33.3	9	18.8	0	0	3.6
6	I accomplish all goals for a given week	5	10.4	4	8.3	5	10.4	20	41.7	14	29.1	2.3
7	Doing things Which interfere with school Work simply because hate to say "no" to people	3	6.3	24	50	9	18.8	6	12.5	6	12.5	3.3

As shown above in Table 3 item 5 and 3, the majority of principals 23 (49.92%) and 24 (50%), responded that very often and often. Concerning about Principals make minor decisions quickly the respondents, since the mean value is 3.6, rated good practiced. About the perception on the strong relation of time to other elements since the mean value are 3.2, rated averagely practice. So, from the above analysis it is possible to say that the principals give minor decisions and had good perception on relation between time other elements.

Regarding to item 4, 6, 2, and 1 in table 3, the majority principals 31(64.6%), 34(70.9%), 29(60.4%) and 32(66.7%) responded rarely and never. Sequentially the mean of these items were 2.1, 2.3, 2.4 and 2.4 respectively. This indicate that about constructive use of time, discussion in the school about concept of time, awareness about crucially of time and

accomplishing all goals within the given week were rated poorly practiced and the practice needs a lot of improvements.

The interview made to principals strengthens this fact. The question for interview was "Would you discuss about concepts of time at school? The principals responded that:

- To some extent in our meeting discuss about teachers and students punctuality. But the discussion was less comparing with other resources.

From the result, it is revealed that the perception of principal's on the concept of time was notgood to accomplish the works in the school.

4.2.2. Delegation practices

Delegation is one of the practices and should be need monitoring of organization especially principals. Mayer (1995) monitoring system of some kind is useful for reminding the principal to follow up on delegations, reports and important projects.

Table 4: Responses of principals on delegation practices

No.	Items	very Often		Often		Sometimes		Rarely		Never		Mean
		F	%	F	%	F	%	F	%	F	%	
1	I think staff knows to whom certain responsibilities are delegated.	9	18.8	11	22.9	14	29.2	10	20.8	4	8.3	3.2
2	I delegate challenging tasks.	4	8.3	5	10.4	19	39.6	10	20.8	10	20.8	2.6
3	I concerned about someone else taking job from me.	4	8.3	7	14.6	6	12.5	18	37.5	13	27.1	2.4
4	I use a tickler file or some system to monitor delegations	4	8.3	7	14.6	5	10.4	17	35.4	15	31.3	2.3
5	I communicate problems expected to be done with a delegated task.	6	12.5	9	18.8	10	20.8	14	29.2	9	18.8	2.8

As shown above in Table 4 item 1, the majority of principals 20 (41.7%) think that staff knows to whom certain responsibilities are delegate, responded that very often and often. Concerning about think staff knows to whom certain responsibilities are delegate, since the mean value is 3.2, rated averagely practiced. So, from the above analysis it is possible to say that the principals announced to who were delegated.

However, item 2, 3, 4 and 5 majority of respondents 20 (41.7%), 31 (64.6%), 32 (66.7%), and 23 (48.9) respectively responded that rarely and never. Concerning about delegated challenging task, concern to taking job, monitor delegation and communicate with delegated task, since the mean value of these items are 2.6, 2.4, 2.3 and 2.8 respectively, rated poorly practiced. This shows that the activities done without delegation.
In general the practices of delegation activities in the secondary schools were limited and due to this it is difficult to done activities based on the schedule.

Interview made to principals strengthen this fact. The question for interview posed "Do you have mechanisms to control delegation?"

- Even though the challenging tasks were not delegate but simple tasks were delegate and they did not had a mechanism of controlling.

4.2.3. Practices for Managing Meetings

Meeting is a useful instrument at school for communicating with colleagues, teachers, students, parents and other stakeholders.Kevin C. Taylor (2007) stated that properly conducted meetings are useful in sharing information, generating ideas, gaining consensus, and improving communications. Therefore, the respondents' opinions rated on the issues of managing meeting are analysis in the following table.

Table5: Response principals on practices on managing meetings

No.	Items	Very often		Often		Sometimes		Rarely		Never		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Minutes of meetings are distributed	0	0	5	10.4	15	31.3	4	8.3	24	50	2.0
2	General time limits are set for meeting	7	14.5	9	18.8	17	35.4	8	16.7	7	14.5	3.0
3	Meetings start and end on time.	0	0	6	12.5	10	20.8	25	52	7	14.5	2.3

As shown above in Table 5 item 1, and 3 the majority of principals 28 (58.3%) and 32(66.67%) know that minutes of meeting did not distributed and meetings did not start and end on time, responded that rarely and never. Concerning about did not know minutes of meetings and did not know when the meetings are started and end, since the mean value is 2 and 2.3rated poorly practiced. So, from the above analysis it is possible to say that the principals did not manage meetings time.

However, item 3, majority of respondents' 17 (35.4%) know general time are set to meetings, responded that sometimes. Concerning, respondents know the general time are set for meetings, since the mean value 3 rated averagely practiced. Therefore, from the respondents rated data principals had problems practice for managing meetings.
The interview supporting for strengthen this fact. The question for interview posed "depend on time how to manage meeting?" The principals responded that:

- We had been meetings and discussed issues about school and school community. The most challenge on the meetings were:
  - We did not give minutes before the meetings. But sometimes write the topics of the meeting on the board.
  - Set general time to the meeting but did not start and end on time,
  - Staff members not more discussed on the agenda. Why, because they did not interest in meeting.

Generally as the data analysis, principals had not handled their meetings. They did not given the minutes, put time for started and ended and shorten and participatory.

4.2.4. Practices for Handling Interruptions

Principals' activities are often interrupting by outside personals and by themselves hopping from one task to another. For minimize the interruption principals walk around the school building to make contacts with teachers and students. Atkins (1991) recommended that when principals' model respect for time, their constituents will respect it too and make appointments for serious matters, allowing everyone involved being prepared.

Table 6: Response principals on practices for handling interruptions

No.	Items	Very often		Often		Sometimes		Rarely		Never		Mean
		F	%	F	%	F	%	F	%	F	%	
1	When parents, teachers, students and others walk in to the main office, they make direct eye contact with me as sit at my desk.	1	2	19	39.6	9	18.8	15	31.3	4	8.3	3.0
2	I interrupted daily by routine walk-ins.	14	29.2	21	43.6	8	16.7	3	6.3	2	4.2	3.9
3	I walk around building to make contacts with students and teachers.	13	27	15	31.3	14	29.2	6	12.5	0	0	3.6

As shown above in Table 6, item 3 the majority of principals 28 (58.3%) make that principals walk around building to contacts with students and teachers, responded that very often and often. Concerning, most principals' walk around the school building, since the mean value is 3.6 rated good practiced. So, from the above analysis it is possible to say that the principals did not manage meetings time.

Majority of principals 35 (73%) interrupted by daily routine, responses that, very often and often. Concerning, most principals' interrupted by daily routine, since the mean value is 3.9 rated good practiced. Majority of the respondents 20 (41.7%) know that the stakeholders make eye contact with the principals, responded that, very often and often. Concerning, most principals understood eye contacts with stakeholders to minimized time, since the mean value is 3, rated averagely practiced.

The interview supporting for strengthen this fact, the question for interview posed "Whatwas the major interruptions of their school and how to handling them?" The responded that:

- Different inside and majority outside personals and organizations interrupted our school. The case outside interruptions was:
  - Organizations come for establish their club
  - Ruler Government comes for selection membership
  - Associations for selection membership
  - Current issue things from sub city etc.

In general, from the data in table 5, items specified as problems of time were the practice for handling interruptions of principal's. From the statistical result, principals did not effectively handling interruptions especially from outside.

4.2.5. Practices for Establishing Priorities

Tasks areclassified by their priorities.Merrill (1994) some tasks that must be done, should be done and might be done. At school, priorities important tasks according to predetermined goals as practice for successful principals. In the line of the issue principals were asked to rate their opinion to item related to establishing priorities.

Table 7: Response principals on practices for establishing priorities

No.	Items	Very often		Often		Sometimes		Rarely		Never		Mean
		F	%	F	%	F	%	F	%	F	%	
1	I share a master list of top priorities with all school personnel	0	0	4	8.3	10	20.8	20	41.7	14	29.2	2.1
2	I discuss high priority tasks with the leadership team of the school.	6	12.6	12	25	21	43.8	9	18.8	0	0	3.3
3	I discuss high-priority tasks with professional staff of the school.	4	8.3	12	25	16	33.3	16	33.3	0	0	3.1
4	I school priorities are linked to district priorities	2	4.1	2	4.1	12	25	20	41.7	12	25	2.2
5	I grade level priorities are link to school priorities.	4	8.3	21	43.8	10	20.8	7	14.6	6	12.5	3.7

As shown above in Table 7 item 5, majority of the respondents' 25 (52%) know that grade level priorities are link to school priorities, responded that very often and often. Concerning, most grade level priorities are link to school priorities, since the mean value is 3.7 rated good practiced. From the above analysis it is possible to say that principals know grade level priorities are link to school priorities.

According to Table 7 item 2, majority of the respondents' 21 (43.8%) that discuss high priority tasks with the leadership team of the school, responded that sometimes. Concerning, most discuss high priority tasks with the leadership team of the school, since the mean value is 3.3 rated averagely practiced.

In the same table, item 3majorities of the respondents' 32 (66.7%) that discuss high priority tasks with professional staff of the school, responded that sometimes and rarely. Concerning, most principals discuss high priority tasks with professional staff of the school, since the mean value is 3.1 rated averagely practiced.

According to table 7, item 1 and 4, majority of the respondents' 34 (70.83%) and 32 (66.7%) share a master list of top priorities with all school personnel and school priorities are linked to district priorities, responded that rarely and never. Concerning, most principals did not share a master list of top priorities with all school personnel and school priorities did not linked to district priorities, since the mean value is 2.1 and 2.2 respectively rated poorly practiced. So, school priorities were not matched with district priorities and for minimized time principals not give top priorities to teachers.

The interview made to the principals strengthens the argument of the items on the establishing priorities.The question is "would you establishing master list of priorities of school?

- No specific master lists for priorities but we include with the annual plan of the school and from the step stone of the annual plan we discuss with leadership team and staff. But the problem was our priorities not linked with other districts.

4.2.6. Managing Procrastination

Procrastination is a type of experiential avoidance that causes itself through a willingness to feel uncomfortable emotion, or be in unpleasant situation, even at personal detriment (Chu and Chio, 2005). In line to this issue, principals were asking to their opinion to items related to managing procrastination.

Table 8: Response principals on managing of procrastination

No	Items	Very often		Often		Sometimes		Rarely		Never		Mean
		F	%	F	%	F	%	F	%	F	%	
1	I give true reasons for procrastination.	1	2	5	10.4	14	29.2	20	41.7	8	16.7	2.4
2	I use effective techniques for completing tasks on which procrastinating.	2	4.2	11	22.9	10	20.7	13	27.1	12	25	2.3
3	I procrastinate because work well under pressure.	0	0	7	14.6	27	56.3	10	20.8	4	8.3	2.8
4	I feel pressured by time.	2	4.2	18	37.5	12	25	13	27.1	3	6.3	3.1
5	I know when avoiding tasks out of fear.	5	10.4	30	62.5	5	10.4	2	4.2	6	12.5	3.5

According to Table 8, item 4 and 5 majority of the respondents' 20 (41.7%) and 35 (72.9%) that feel pressured by time and know when avoiding tasks out of fear, responded that very often and often. Concerning, most principals feel pressured by time and know when avoiding tasks out of fear, since the mean value is 3.1 and 3.5 respectively rated averagely practiced.

However, in the same table item 1 and 2 majority of the respondents' 28 (58.3%) and 25 (52%) that give true reasons for procrastination and use effective techniques for completing tasks on which procrastinating, responded that rarely and never. The mean values of these items are 2.3 and 2.4 respectively which is rated poorly practiced. Most principals did not use effective techniques for completing tasks on which procrastination and didn't give true reasons for delaying. Moreover, item 3, majority of the respondents' 27(56.3%) responses that sometimes. Mean value of this item is 2.8 which are rated poorly practiced. From the data rated most principals were procrastinate because work well under pressure.

From Table 8, it is possible to conclude all items in light of the problems of procrastination were rated as problems for the principals'.

The interview made to the principals strengthens the argument of the items on the managing procrastination. The question is "how to manage procrastination?"

They response that, when delayed tasks we did not give reasons and did not use effective mechanisms for finished the task.

To generalize about the major problems of managing procrastination, principals had procrastinated tasks by different cases but did not use techniques to complete their tasks.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

This chapter is divided into three sections. The first section findings of the research study. The second section details conclusion. The final section is recommendation for further research.

5.1. Summary

Aim of this study was to look into the current practice of time management of secondary schools principals' in Mekelle Zone, Tigray Regional National State. Study was conducted in twenty two secondary schools of the Zonehaving forty eight respondents. The collected data from different instruments were analyzed in both quantitative and qualitative approaches. Besides the data were analyzed and interpreted by using different statistical tools such asfrequency, percentage and mean values.

In order to address the research questions, the research design utilized in this study was descriptive survey method. The research conducted using questionnaire, interview and document review as data gathering instruments.

Based on the data analysis, the major findings of the study are presented as follows.

1. As the response from open ended question items and interviews made indicated that 10 (29.2%)principals take highlighted about of time management, at they learnt master's degree, but the majority 38(70.8%) principals were not take any course or training about time and time management.
2. Regarding in Mekelle Zone of secondary school of Tigray on the concept of time, majority of the respondents/ principals/.Majority of respondentsagreed that, they did not discuss about time at school and did notusually accomplish all goals for a given week. Moreover, the respondents did not make constructive use of their time, and had misunderstood on time is most critical resource.Principals when doing things which interfere with school work simply because hate to say "no" to people. For that matter, the analysis indicated that principals had less perception towards time.

3. Interruptions, not delegation, managing meeting and not establish priorities are among the top of time wasters. However, when we use proper, theseare techniques of time management.Mostrespondentshaven't appropriate weight is given to the top time wasters and did not come up with relevant techniques for time management.
4. The practices for establishing priorities, majority of the principals argued to did not share a master list of top priorities for all school personnel and school priorities did not link to district priorities.Do to this, school priorities not adequately done by principals, because districts priorities interferes schools priorities.
5. Majority of respondents did not give true reasons for procrastination and did not use effective techniques for completing tasks on which procrastination.Therefore, procrastination was not managing well and no awareness about it on secondary schools of principals.

5.2. Conclusions

Conducting this study and being able to identify where principals perceive they are spending time while at school provided a basis for how andwhere to begin addressing areas of concern. It would be absurd to expectprincipals to enter the profession as expert time managers as so many of thetime consuming issues are unpredictable. However, where principals makeconscious efforts to spend their time is where he or she needs to determine the importance.

There is little argument that a principal's effectiveness is critical in thesuccess of a school, its students, and its teachers. However, there does notseem to be any one size fits all approach to becoming an effective principal. Toomany variables affect how a principal chooses to lead a school and possibly thebiggest of all is that principals are individuals.

The findings of this study have made possible to reach the following major conclusions:

1. As it has been stated regarding to the study,the principal's concept of time, it was noted in the data analysis that the principals' concept of time were not implemented adequately and the practices were not seen on the work of principals. Because of this, principals not understood about how to use effectively their time and things were done before and after the school time.

2. Moreover to the above generalized idea, the finding investigated that majority of the principals did not get any training on the concept of time and its associationby other concern body. For the reason that, principals did not applied schools plan.
3. Principalsdelegation practice, practice for managing meetings, managing interruptions, establishing priorities and managing meetingsthat are problems of know techniques of time management. For the reason that, principals take lack of planning, organizing and recognition to staff members; fear by their agenda, and not creating different method of meetings (by department, shift, gender, etc); principals did not complete their tasks on the given time.
4. Principalswere postponed tasks by different cases and did not give true reasons and did not use effective techniques for completing tasks. This indicates that time management is one of principals' tasks, but they did not use effectively and managing procrastination,/did not finish tasks on time and work under presser.

5.3. Recommendation

Based on the summary of the findings of the study, the following recommendations were forwarded:

- Time is one the major source for very one of us. As the finding indicated, the concept of time and its management is not adequate in the principals' time for their schools' work. In addition to this, the findings of the study shows, the concept of time especially time is most critical resource how to make constructive use of time were found to be major problems to the perception ofprincipals of the secondary schools of Mekelle zone of Tigray. Therefore, principals in secondary schools of Mekelle Zone need improvement in order to perform successful principals' activities. This improvement has to start with providing trainings and get universities to learn the second degree on the knowledge of educational leadership skills to principals, in collaboration with regional education bureau, sub city education office and concerned NGO's. In this respect the training program manuals should be shaped in such a way that the course titles are essentially directed to the tasks of sharpening and widening the breadth of time management skills and techniques.

- The finding of this study shows that, the absence of training on the ways of how to managing their time by delegation, managing meetings, set priorities and handling interruptions can be an obstacle of wasting time. And time is critical resource for schools and principals like the training on other resource /personal, financial and material management/ having its own agenda.Itis recommended that, chance of sufficient and in depth training for successful to catch up the techniques of time management by education bureau and other concerned NGO's in collaboration of sub city education offices.
- Although the policy of our country concernedwith performance management, this is carryout the concept of time, change competition and consumer. But, it does not show the detail and change, it is still within a challenge problem. Then, it is suggested to work beyond that.In education, curriculum developers give necessary place to concept of time in depth and policy makers are advisable to give emphasis.
- As the finding of the study shows that, secondary schools of principals of Mekelle zone of Tigray have another problem on managing procrastination. They cannot give true reasons, not use effective techniques of time management etc. Therefore, by their effort (reading, asking and practicing) themselves, by supporting sub city education offices in collaboration with education bureau and other concerned body give training in depth how to alleviate/ minimize procrastination on their work.
- In view of the fact that, there is on more studies on principals' current practice of time management in secondary school of Tigray, further study ought to be implemented to alleviate the problems of time concepts and its management by the principals of secondary schools.

Bibliography

Assamenew Solomon. (2003). The Problem of Time Management, (Unpublished Senior Essay, AAU)

Bender, S. (2000). **Managing Projects Well**. What They Don't Teach You in Project Management School. Colorado (USA): Reed Educational and professional Publishing Ltd.

Best, J. and Kahn, J.(2007). **Research in Education**. New Delhi: Prentice Hall of India.

Buck, F. (2003). **Flexibility Begins with Organization**: The best way to structure your to-do list is to include everything, but to tackle major project just one step at a time

Chu, A.H. and Choi, J. N. (2005). **Rethinking Procrastination Positive Effects of "Active" Procrastination Behavior on Attitudes** and **Performance**: The Journal of Social Psychology.

Covey, Stephen (1994). ***First Things First.*** New York: Simon and Schuster.

Crouch, C. (2005). **Getting Organized**: **Learning how to focus, organize and prioritize**. Memphis, TN: Dawson Publishing.

De Cicco, J. (1985). **What is Effective School Management**? New Orleans Inc.

Etta Kralovec. (2003). **School Principals Time Management**. New Delhi: Prentice Hall.

Hedges, W.(1991). **How do you Waste Time**? New Work: DK Publishing Inc.

Joel (2012). **Challenging Procrastination**. www.mmuacuk/isu

Joseph Ferrari, (2002). **Managing procrastination by Different way.**

Kevin C. Taylor, (2007).**A Study of Principal's Perceptions Regarding Time Management.** *The case of Nevada*: Kansas State University. College of Education

Le Boeuf, M. (1982). **Practical Tools and Techniques of Managing Time**. Delhi: Jaico Publishing House.

Le Boeuf, M. (2001). **The Essence of Time Management**, Delhi: Jaico Publishing House.

Lee, Kelly and Edwards (2006), **Effective Time Use at Organization**. New York: Warner Books.

Lovely, S. and Smith, S. (2004). **Selective Abandonments**: **How and When to say no.** New York: Eye on Education Inc.

Marno, H. (2002). **Procrastination**: Top Ten Things to know August 23, 2002.

Mayer, J.J. (1995). **If you haven't got the Time to does it right, When will you find the time to do it over**. New York: Simon and Schuster.

Melaku Yimam. (2010). Resource Management in Education: (Unpublished Teaching Material, AAU).

Merrill, A. R and Merrill, R.R (1990). **Connections**: **Quadrant II of Time Management**, Salt Lake City, Utah: Litho Graph Publisher press

MoE, (1994). Ethiopian Education and Training Policy. Addis Ababa: ST. George printing Press.

Morgenstern, Julie (2005). **Time Management from the Inside Out**: The Foolproof System for Taking Control of Your Schedule—and Your Life (2nd ed.). New York: Henry Holt/Owl Books.

Neal, H.E. (1967). **The Mystery of Time, US and Canada**: Julian Messner: A division of Simon and Schuste, Inc.

Povidevin, R.L. (2007). **The Image of Time**: **an Essay on temporal Representation**, New York: Oxford University press.

Ron Williamson. (1991). **Effective Principals**. **Time Management for Principals** *blogspot.com/.../* Jan 20.2010 .Time Management for Principals.

Sharma, R.A. (2000). **Fundamentals of Educational Research, Meerut**: New Agrawal Offset Printing Press.

Stalk, and Hout, JR. (1990). **Competitive Against Time**: **How Time Based Competition is Reshaping Global Market,** New York: Macmillan, Inc.

Steel, Piers (2007). "The nature of Procrastination: A Meta-analytic and Theoretical Review of Quintessential Self-regulatory Failure". **Psychological Bulletin.** New York: HarperCollins

Steel, Piers (2010). **The Procrastination Equation: How to Stop Putting Things Off and Start Getting Stuff Done**. New York: HarperCollins.

Tim Bridge, (2009). **Time Management Skill**. Amsterdam Attanata: Printed in the Netherlands.

Tracy, B. (2004). **Time Power**: **A proven system for getting more done in less time than you ever thought possible.** New York: AMACOM.

Wandy Hearn. (2012). **Time Management Practice**. Colorado: Reed Educational and professional Publishing Ltd.

Weidy , G.R.(1974). **Time: A resource for school administrator**. Washington, DC: National Association of Secondary School Principals. Washington.

Wells,G.A. (1993). **Instructional Management Behavior and Time Management**. The University of Connecticut:

Wilkinson, W. R. (1971). **Modern Management Techniques**. Bosten: Allyn and Bacon.

Zemichael, (2011). Current Practice of Time Management of teachers'. The case of Central Zone of Tigray Regional State.(Unpublished Thesis, AAU)

http:// www.psychological.Com

http://myhappierlife.com/2011/08/02/how-to-end-procrastination/

Appendix-A

Addis Ababa University

School of Graduate Studies

College of Education

Department of Educational Planning and Management

Questionnaire to be filling by principals

Dear Respondent,

This questionnaire is design to gather firsthand information (primary) data about **Practice of Time Management of Secondary Schools Principals' in Mekelle ZoneTigray Regional National State**. Your cooperation is providing the necessary information is highly appreciated. This questionnaire is only for academic research purpose; your response will be keep confidential and anonymous.

General Information

1. Do not write your name at any page.
2. Read the information the instructions and put your response.

Thank you in advance!

Part I: Background Information

Direction1: Please mark "X"in the box when appropriate for your response.

1. School_____
2. Sex: Female ☐ Male ☐
3. Age:

Below 26 years ☐

26-30 years ☐

31-35 years ☐

36-40 years ☐

Above 40 years ☐

4. Education status: BA/BSc/B.Ed ☐ MA/MSc ☐

5. Work Experience in principals/vice

Below 6 year ☐

6 -10 years ☐

11-15 years ☐

16-20 years ☐

21-25 years ☐

Above 25 years ☐

Part II Rating Items

Direction II: The following items /statements are related to the issue of time concept, principals' practice of time management and its association.

Practices: please read each statement and decide how often it describes them.

Put "√" or "X" which indicates your answer:

5= Very often

4=Often

3=sometimes

2=rarely

1=never

No.	Statement	Rating scale				
		Very often (5)	**Often (4)**	**Some times (3)**	**Rarely (2)**	**Never (1)**
	II. Concept Of time					
1	Make constructive use of my time					
2	Make minor decisions quickly.					
3	Accomplish all goals for a given week					
4	Doing things Which interfere with school Work simply because hate to say "no" to people					
5	Conscious that time is most critical resource.					
6	Do not discuss at school about concept of time.					
7	Have lack of perception on the strung relation of time to other elements.					

II. DELEGATION PRACTICES						
Statement		**very Often (5)**	**Often (4)**	**Sometimes (3)**	**Rarely (2)**	**Never (1)**
1	Staff knows to whom certain responsibilities are delegate.					
2	Use a tickler file or some system to monitor delegations					
3	Delegate challenging tasks.					
4	Not concerned about someone else taking job from me.					
5	Have no problem communicating exactly what I expect to done with a delegated task.					

III. PRACTICES FOR MANANGAGING MEETINGS						
Statement		**very Often (5)**	**Often (4)**	**Some times (3)**	**Rarely (2)**	**Never (1)**
1	Only staff members who are affecting by the decisions are involved in the meeting.					
2	General time limits are set for meeting					
3	Minutes of meetings are distributed					
4	Meetings start and end on time.					
5	A system is used to follow up on actions to taken resulting from the meeting.					

IV. PRACTICES FOR HANDLING INTERRUPTIONS						
1	When parents, teachers, studentsandothers walk in to the main office, they cannot make direct eye contact with me as sit at my desk.					
2	Interrupted daily by routine walk-ins					
3	Walk around building to make contacts with students & teachers.					

V.PRACTICES FOR ESTABLISHING PRIORITIES						
Statement		**very Often (5)**	**Often (4)**	**Sometimes (3)**	**Rarely (2)**	**Never (1)**
1	Share a master list of top priorities with all school personnel					
2	Discuss high priority tasks with the leadership team of the school.					
3	Discuss high-priority tasks with professional staff of the school.					
4	School priorities are linked to district priorities					
5	Grade level priorities are link to school priorities.					

VI.MANAGING PROCRASTINATION						
1	Conscious true reasons for procrastination.					
2	Use effective techniques for completing tasks on which procrastinating					
3	I Procrastinate because I work better under pressure.					
4	Feel pressured by time.					
5	Know when avoiding tasks out of fear.					

If you have any additional comments about time management and its relationships to the principal ship, please write them here.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thanks for completing this survey. I appreciate your time!

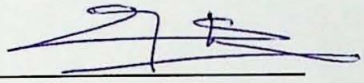
Interview questions

1. Would you discuss about concepts of time at school
2. Do you have mechanisms to control delegation?
3. Depend on time how to manage meeting?
4. Whatwas the major interruptions of their school and how to handling them?
5. Would you establishing master list of priorities of school?
6. How to manage procrastination?
7. Add any idea about time management?

DECLARATION

I, the under signed, declared that this thesis is my original work and has not been presented for a degree in any other University, and that all source of materials used for the thesis have been duly acknowledged.

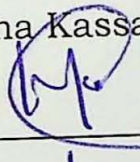
Name: Tsegabrhan Tekleab

Signature: 

Date: 04/07/2013

This thesis has been submitted for examination with my approval as university advisor

Name: Mekasha Kassaye (Dr.)

Signature: 

Date: 04/07/2013