

STATE PRIMARY SCHOOL ADMINISTRATORS PERCEPTIONS AS TO
THE CONCEPT OF TIME MANAGEMENT¹RESMİ İLKÖĞRETİM OKULLARINDA GÖREV YAPAN
YÖNETİCİLERİN ZAMAN YÖNETİMİ İLE İLGİLİ ALGILARININ
İNCELENMESİ*Murat KORKMAZ¹, Nurhayat ÇELEBİ², Gökşen ARAS³, Ayça GÜRKAN⁴,
Ali Serdar YÜCEL⁵*¹ Güven Grup A.Ş. Financial Director, İstanbul / Turkey² Karabük University, Faculty of Literature, Karabük / Turkey³ Corresponding Author, Atılım University, Faculty of Arts and Sciences, Ankara / Turkey⁴ Ege University Faculty of Nursing Psychiatric Nursing A.D. İzmir / Turkey⁵ Fırat University, Faculty of Sports Sciences, Elazığ / Turkey

Öz: Bu araştırma, ilköğretim okullarında çalışan yöneticilerin zaman yönetimine ilişkin algı düzeylerini tespit etmeye yöneliktir. Bu araştırma genel tarama modelinde nicel bir çalışmadır. Bu araştırmanın çalışma evrenini, İstanbul- Bağcılar, Avcılar, Esenyurt ve Bahçelievler belediye sınırları içinde bulunan 249 ilköğretim okulunda çalışan 632 müdür ve müdür yardımcısı oluşturmaktadır. Veri toplama aracı olarak araştırmacılar tarafından “zaman yönetimi” ile ilgili 5’li Likert tipinde geliştirilmiş olan 24 maddelik bir anket kullanılmıştır. Anketin Cronbach’s Alpha iç tutarlık katsayısı 0,933’tür. Anketten elde edilen veriler, SPSS 20 istatistik programı ile analiz edilmiştir. Zaman yönetimi ile ilgili açımlayıcı faktör analizi sonuçlarına göre yöneticilerin zaman yönetimi algıları dört alt boyutta toplanmıştır. Bu alt boyutlar; “zamanı planlama, zamanı değerlendirme, zaman yetersizliği ve kişisel ilişkiler” olarak isimlendirilmiştir. Faktör alt boyutları ile bağımsız değişkenler olarak cinsiyet, okulda çalışan öğretmen sayısı, mesleki deneyim, okulda geçen yöneticilik süresi ve eğitim düzeyi arasında farklılıklara bakılmıştır. Buna göre iki grupta karşılaştırmalarda t testi, ikiden fazla bağımsız grupların karşılaştırılmasında tek yönlü ANOVA ve anlamlı değişkenler için LSD testi uygulanmıştır. Araştırma sonuçlarına göre, yöneticilerin en fazla zamanını alan konular “zamanı planlama”, en az zaman ayırdıkları konular ise, “kişisel ilişkiler” ile ilgilidir. Bu bulgular yapılan diğer araştırma bulguları ile de desteklenmektedir.

Anahtar Kelimeler: Eğitim Yöneticisi, Zaman Yönetimi, Etkinlik, Yönetim, Verimlilik, Performans

Abstract: The objective of this research, a quantitative study in a general scanning model, is to explore the state primary school administrators’ perceptions, concerning the concept of time management. The population of the study is composed of 632 principals and assistant principals at 249 primary schools in İstanbul-Bağcılar, Avcılar, Esenyurt, and Bahçelievler municipal boundaries in Turkey. In the study, a survey, including 24 questions on time management, has been prepared in accordance with a 5 point Likert scale. Cronbach’s Alpha internal consistency value has been 0,933. Data obtained in the study have been analysed with SPSS 20 statistical programme. According to the factor analysis results, the administrators’ perceptions as to time management have been categorized under four rubrics: planning time, making use of time, insufficient time, and personal relations. In the study, the t test has been designed to facilitate a comparative analysis in the two groups, one way analysis of variance, ANOVA, has been conducted for a comparative analysis among the independent groups; LSD test has been used to elicit the significant variables. According to the results, it has been observed that planning time has taken too much of the staff’s time whilst personal relations have taken the least.

Key Words: Educational Administrator, Time Management, Efficiency, Administration, Productivity, Performance

Doi: 10.17368/UHBAB.20151410940

- (1) **Sorumlu Yazar:** Gökşen ARAS, *Corresponding Author, Atılım University, Faculty of Arts and Sciences, Ankara / Turkey* goksenaras@yahoo.com **Geliş Tarihi / Received:** 27.08.2014 **Kabul Tarihi / Accepted:** 09.02.2015 **Makalenin Türü:** Type of article (Araştırma – Uygulama / Research -Application) **Çıkar Çatışması / Conflict of Interest:** Yok / None **“Etik Kurul Raporu Yok - None of Ethics Committee” (Araştırmada Kurum İzni Var / Yok) “YOK” “The Research Council Permit Yes / No” “NO”**



UHBAB

www.uhbabdergisi.com

Uluslararası Hakemli Beşeri ve Akademik Bilimler Dergisi

Ekim / Kasım / Aralık – Sonbahar Dönemi Cilt: 4 Sayı: 14 Yıl:2015

International Peer-Reviewed Journal of Humanities and Academic Science

October / November / December - Fall Semester Volume: 4 Issue: 14 Year: 2015

JEL CODE: I20-I21-I29 ID:237 K:02

ISSN Print: 2147-4168 Online 2147-5385

(ISO 9001-2008 Belge No / Document No: 12879 & ISO 14001-2004 Belge No / Document No: 12880)

(MARKA PATENT NO: TRADEMARK)

(2015/03947-2015-GE-17304)

INTRODUCTION

The concept of time is one of the most crucial issues, which is deeply embedded in the twenty-first century. Another point which has been in evidence is to challenge this fast flow of time, and to find out some ways or rules to manage time effectively, thus to contribute to the developments to be able to gain not only individual but also communal success. In this respect, it is useful to refer to one of the most famous sayings, “the only thing that is constant is change” which belongs to Herakleitos, one of the pre-Socrates philosophers. Accordingly, change is inevitable, therefore, keeping with time, and managing it effectively is of vital importance (Fraser Lawrence & Haber 1986; as quoted in Dursun 2000: 192-193). Due to the rapid developments in technology, and the increase in natural sources, the significance of time is noticed more and more in the attainment of the objectives (Karcı 2005). (Özdil et al. 2012) note that time management is regarded as a vital value and concept. Because of the fast technological advancements, and increase in human needs, most institutions have carried out several studies on time management (Özdil, Korkmaz & Baykara 2012: 1-16).

It is certain that managing time effectively is one of the most notable signifiers of civilization and productivity. Efficient time management is also one of the most fundamental elements for

the individuals, having different jobs, to achieve success. (Terzioğlu 2003). Within this frame, time is different from all such sources as “the row material, machine, equipment, energy, and so on. Time is unobtainable, it cannot be increased, saved, and produced, but it is only a used and lost value. Due to its above mentioned features, time is a concept that should be used effectively” (Akatay 2003: 287; Karagöz, Kınır, Mesci & Akbaş 2010: 99).

In order to use time efficiently and productively, it is quite necessary to manage time well. In fact, individuals are not aware of the significance of time in daily life; however, it is a pre-condition that the value of time should be considered so as to manage it (Yılmaz & Aslan 2002: 25-26). To quote Kennedy,

If you do not have a base income target, then you cannot calculate what your time must be worth, which means you cannot make good decisions about the investment of your time, which means you are not exercising any real control over your business or life at all. (Kennedy 2004: 6)

On the other hand, organizational time is described as the total of employed human beings, and used machine power for such functions as planning, organizing, implementing, harmonizing, and training to realize the targets of the organization. For this reason, time, the basic source of management, is more valuable and important



UHBAB

www.uhbabdergisi.com

Uluslararası Hakemli Beşeri ve Akademik Bilimler Dergisi

Ekim / Kasım / Aralık – Sonbahar Dönemi Cilt: 4 Sayı: 14 Yıl:2015

International Peer-Reviewed Journal of Humanities and Academic Science

October / November / December - Fall Semester Volume: 4 Issue: 14 Year: 2015

JEL CODE: I20-I21-I29 ID:237 K:02

ISSN Print: 2147-4168 Online 2147-5385

(ISO 9001-2008 Belge No / Document No: 12879 & ISO 14001-2004 Belge No / Document No: 12880)

(MARKA PATENT NO: TRADEMARK)

(2015/03947-2015-GE-17304)

than money for an administrator. However, this invaluable source is scarce and unobtainable. To do much in less time is an ideal gain for an administrator. Thus the necessity of using such a valuable source in an effective and efficient manner has created the issue of “time management” (Öktem 1993: 217- 220). (Güney 2006) argues that the basic point in time management is to use that source in accordance with the aims and objectives. In addition to this, what requires a special attention in time management process is the ability to organize facilities and finish them, rather than merely defining the concept of time. However, time management does not mean to complete the tasks arbitrarily, but to carry out them in a definite time correctly without feeling any stress and anxiety (Güney 2006: 427). Time management, like other management disciplines, responds to an analysis and a planning (Roy & Dobson 2009: 4).

Time management can also be described as a system to use time effectively, and to organize it (Maitland 1997: 7). To manage time efficiently and effectively, it is necessary to plan tasks, time, and use management systems. For this reason, the productivity and efficiency of time management depends on good job planning, and the effective study of management factors (Korkmaz Yahyaoğlu & Çalışkan 2012: 1-18).

It is argued by (Tengilimoğlu et al. 2008) that “If time is used in proper channels, there will be a complete control over time management, even if the persons vacillate on the solution of unexpected events, they can keep their temper at work” (Tengilimoğlu Atilla & Bektaş 2008: 213).

According to Lakein, time management is associated with “specifying the needs, preparing the objectives to reach these needs; prioritizing the necessary tasks, planning, programming, and listing the tasks to be arranged according to the sources (Lakein, 1997). In the words of Forsyth,

... the effect of getting to grips with time management can be considerable and varied. It can affect your efficiency, effectiveness and productivity ... Condition the pressure that goes with any job. Create greater positive visibility. Time management is something that will influence how you are perceived by others within the organization. Good time management is an overriding factor that can differentiate people of otherwise equal talent and ability, making it more likely that some will succeed better in career terms than others. (Forsyth 2010: 3)

(Başaran 2008) proposes that there are a lot of factors which affect the staff’s use of time which might be listed as follows: the quality of the duty, organizational culture, general traits and seniority of the staff, expectations, organizational autho-



UHBAB

www.uhbabdergisi.com

Uluslararası Hakemli Beşeri ve Akademik Bilimler Dergisi

Ekim / Kasım / Aralık – Sonbahar Dönemi Cilt: 4 Sayı: 14 Yıl:2015

International Peer-Reviewed Journal of Humanities and Academic Science

October / November / December - Fall Semester Volume: 4 Issue: 14 Year: 2015

JEL CODE: I20-I21-I29 ID:237 K:02

ISSN Print: 2147-4168 Online 2147-5385

(ISO 9001-2008 Belge No / Document No: 12879 & ISO 14001-2004 Belge No / Document No: 12880)

(MARKA PATENT NO: TRADEMARK)

(2015/03947-2015-GE-17304)

rity transfer, and the types of the organizations' management (Başaran 2008).

In the light of these discussions, it is of prime importance for the principals to be endowed with the ability to manage time which is considered to be a major criterion of success and productivity, and to change their attitudes and behaviours accordingly.

(Güney 2006) further argues that administrators are supposed to be primarily concerned with how to manage time effectively like other sources while carrying out organizational activities. Organizational time is a period of time, spent to realize the intents and purposes, which must be analysed by the administrators successfully. For this reason, administrators must act professionally and be endowed with sufficient professional experience. (Güney 2006: 441). (Drucker 1994) concludes that efficient administrators know how to spend time which is a limiting factor. They try to use even the minimum time that they exercise control over time in a very systematic manner. The limit to any task's sufficiency is determined by the scarce source which is time itself (Drucker 1994: 33-37)

Some of the methods to be able to plan the organizational time are listed by the administrators as follows:

- To adopt a management process fit for the purpose
- Short, medium, and long term planning for the tasks
- To determine the priority of the tasks
- Not to hold unnecessary meetings and conversations with guests
- To generalise task transferring to junior staff
- To prepare time charts
- To determine the beginning and due date for the tasks
- To organize secretary services
- To organize job distribution schedules
- To benefit from announcements
- To organize filing system
- To organize effective communication web. (Güney 2006: 441-442)

Developing a successful time management system has quite a lot of advantages. Among the most important ones are more supervision, increase in productivity, and leisure time. (Maitland 1997, 9-10). (Beckerman 2005) notes that after all of the theories, strategies, discussions, and classes are completed, new principals often still feel iso-



UHBAB

www.uhbabdergisi.com

Uluslararası Hakemli Beşeri ve Akademik Bilimler Dergisi

Ekim / Kasım / Aralık – Sonbahar Dönemi Cilt: 4 Sayı: 14 Yıl:2015

International Peer-Reviewed Journal of Humanities and Academic Science

October / November / December - Fall Semester Volume: 4 Issue: 14 Year: 2015

JEL CODE: I20-I21-I29 ID:237 K:02

ISSN Print: 2147-4168 Online 2147-5385

(ISO 9001-2008 Belge No / Document No: 12879 & ISO 14001-2004 Belge No / Document No: 12880)

(MARKA PATENT NO: TRADEMARK)

(2015/03947-2015-GE-17304)

lated, and think they have to reinvent the wheel too learn the basic lessons of leadership- how to improve school climate, how to provide leadership for change, how to communicate effectively, and how to manage time ... (Haward & Sheffler 1996; as quoted in Beckerman 2005: 43)

Effective managers are the individuals who know how to manage time, and eliminate the demands which do not contribute to making use of time well, and who control their time. (Güçlü 2001) Today, in the published literature, there are not many researches on “time management” in educational administration. The main objective of the study is to examine the perceptions of the administrators’, working at state primary schools, as to the concept of time management. To this end, following questions are posed to be answered:

1. In which factor dimension is time, spent most by the educational administrators, categorized?
2. Do the educational administrators’ perceptions, concerning the concept of time management factor sub-dimensions, differ according to; a) gender b) the number of the teachers, c) work seniority, c) administrative experience, and d) administrative training?

RESEARCH METHODOLOGY

This research is a quantitative study in a general scanning model. In the study, the quantitative

method is used so as to reach a great number of people at the same time in terms of numerical data.

2.1. Population and Sample

The population of the study includes 249 primary schools in Bağcılar, Avcılar, Esenyurt, and Bahçelievler municipal boundaries in Turkey by 2010-2011. 87 schools are located at Bağcılar, 39 at Avcılar, 61 at Esenyurt and 62 at Bahçelievler provinces. 632 principals and assistant principals have been working at these primary schools. In the research, there is not a separate sample, but the survey questionnaires have been sent via e-mail to the principals and assistant principals working at these schools, and the 263 of the received questionnaires have been accepted to be evaluated. The study group’s representation rate of population is %42.

2.2. Data Analysis

Data obtained from the study have been evaluated with SPSS 20 statistical programme. To determine the structural validity of the measurement tool, exploratory factor analysis has been conducted. It has been found out that according to Levene test results, variances have been homogenous in group grades in the comparative analyses, performed by means of the factor sub dimensions. In the research, in comparative analyses, concerning the two groups, t test in the independent groups, one way analysis of variance, ANOVA; in the



UHBAB

www.uhbabdergisi.com

Uluslararası Hakemli Beşeri ve Akademik Bilimler Dergisi

Ekim / Kasım / Aralık – Sonbahar Dönemi Cilt: 4 Sayı: 14 Yıl:2015

International Peer-Reviewed Journal of Humanities and Academic Science

October / November / December - Fall Semester Volume: 4 Issue: 14 Year: 2015

JEL CODE: I20-I21-I29 ID:237 K:02

ISSN Print: 2147-4168 Online 2147-5385

(ISO 9001-2008 Belge No / Document No: 12879 & ISO 14001-2004 Belge No / Document No: 12880)

(MARKA PATENT NO: TRADEMARK)

(2015/03947-2015-GE-17304)

independent groups more than two, and LSD test for significant variables have been conducted. Further to this, percentages and arithmetical averages have also been used in the study.

2.3. Data Collection Tool

As a data collection tool, the survey, developed by the researchers on “time management” has been used. The questionnaire is composed of 24 items, prepared in 5 point Likert type. To find out the frequency of the administrators’ behaviours, such 5 point likert type scales as “(1) strongly disagree, (2) disagree (3) neutral, (4) agree, and (5) strongly agree” have been used. As for the arithmetical averages, it has been evaluated as follows; 1.00-1.79 “very low”, 1.80-2.59 “low,” 2.60-3.39 “mid range,” 3.40-4.19 “high,” 4.20-5.00 “very high.”

Demographical questions are the nominal scaled ones which include the individuals’ data, concerning gender, work seniority, administrative experience, and the level of education. In its earliest form, the first survey has included 35 items, and in the validity research of the survey, having consulted 3 experts, 6 questions, which may refer to the same thing, have been excluded out of the survey, thus the questionnaire has included 29 items. To test the clarity of the questions, a sample group has been chosen to pilot the scheme, and some items have been changed. However, at the end of the factor analysis, the

items of the survey have been reduced to 24 items, and all the analysis has covered 24 items. Internal consistency, (Cronbach’s Alpha: 0,933) has been measured to test the reliability of the survey. Exploratory factor analysis has been conducted so as to find out the factors that the survey has included. Prior to the factor analysis, Kaiser-Meyer-Olkin sample qualification scale, and Bartlett test have been applied to the data set to determine the suitability of it to the factor analysis. Zero hypothesis, “correlation matrix is unit matrix” has been proved with Bartlett test. The rejection of the above mentioned hypothesis shows that there are high correlations between the variables, in other words, data set is suitable for the factor analysis. (KMO: 0,877, Bartlett Sphericity Test=4840.64, $p=000$).

According to the factor analysis results, the factors explain 41,49 % of the total variance which is regarded as a sufficient value for social sciences (Büyüköztürk 2008). The distribution of the factors is classified into four sub dimensions. Factor sub dimensions are categorized as follows; 1st Sub dimension: “Planning time (5 items)”, 2nd Sub dimension: “making use of time (7 items)”, 3rd Sub dimension: “insufficient time (6 items) and 4th Sub dimension: “personal relations (6 items)”. Factor sub dimensions’ item loads change between the highest .89, and the lowest .40. Factor sub dimensions’ item loads vary according to each sub dimension’s distribution level. Considering



UHBAB

www.uhbabdergisi.com

Uluslararası Hakemli Beşeri ve Akademik Bilimler Dergisi

Ekim / Kasım / Aralık – Sonbahar Dönemi Cilt: 4 Sayı: 14 Yıl:2015

International Peer-Reviewed Journal of Humanities and Academic Science

October / November / December - Fall Semester Volume: 4 Issue: 14 Year: 2015

JEL CODE: I20-I21-I29 ID:237 K:02

ISSN Print: 2147-4168 Online 2147-5385

(ISO 9001-2008 Belge No / Document No: 12879 & ISO 14001-2004 Belge No / Document No: 12880)

(MARKA PATENT NO: TRADEMARK)

(2015/03947-2015-GE-17304)

the arithmetical averages of factor sub dimensions, the highest average is related to “planning time ($X=2,77$)”; the lowest average is related to “personal relations ($X=1,69$).” Sub dimensions,

related to factors, factor load, arithmetical average of the sub dimensions, and standard deviation are shown in Table 1.

Table 1. Factor Load, Average and Standard Deviation Values According to The Administrator’s Perceptions of Time Management

No	Sub Dimensions	Factor Load	X	SS
1	Planning time	0,819-0,422	2,77	0,52
2	Making use of time	0,892-0,443	2,02	0,50
3	Insufficient time	0,828-0,470	2,25	0,41
4	Personal relations	0,809-0,395	1,69	0,39

Demographical characteristics of principals and assistant principals are as follows: (N=66) 25,1% of the respondents are female, (N=197) 74% of them are male. According to the number of the teachers, 38% of the schools are composed of (N=100) 20 and fewer teachers, (N=99) 37.6% of them consist of 21-30 teachers; (N=64) 24.3% of the schools are composed of 31 and more teachers. According to professional seniority, (N=231) 87.8% of the respondents have less than 10 years of seniority, (N=32) 12.2%, more than 11 years of seniority. According to the principals’ work experience, (N=66) 24.1% of the respondents have been working for 1-3 years, (N=65) 24.7% for 3-5 years, and (N=98) 37.3% for 6-10 years, (N=34) 12.9% for 10 years and

more. According to training or support received on administration, while (N=164) 62.4% of the respondents have stated that they have received training on administration, (N=99) 37.6% of them have not received any education or training on administration.

FINDINGS

Table 2 shows the item factor load, related to the sub dimensions on time management. The expression, “I spend too much time on a task that requires less time” has the highest factor load whereas the expression “I face myself and come to the conclusion that I do waste time fruitlessly” has the lowest factor load.



UHBAB

www.uhbabdergisi.com

Uluslararası Hakemli Beşeri ve Akademik Bilimler Dergisi

Ekim / Kasım / Aralık – Sonbahar Dönemi Cilt: 4 Sayı: 14 Yıl:2015

International Peer-Reviewed Journal of Humanities and Academic Science

October / November / December - Fall Semester Volume: 4 Issue: 14 Year: 2015

JEL CODE: I20-I21-I29 ID:237 K:02

ISSN Print: 2147-4168 Online 2147-5385

(ISO 9001-2008 Belge No / Document No: 12879 & ISO 14001-2004 Belge No / Document No: 12880)

(MARKA PATENT NO: TRADEMARK)

(2015/03947-2015-GE-17304)

Table 2. Factor Loads, Associated with The Time Management Scale, Variance, and Eigen Values

Cronbach's Alfa: 0,900	Factor Load	Variance (%)	Eigen Value
Factor 1(Planning time)		41,490	12,839
Planning training and educational activities takes too much of my time.	0,819		
It is not always possible for me to arrange my daily tasks according to certain programs.	0,706		
Bureaucratic procedures take too much of my time.	0,695		
I generally organize and carry out my daily tasks in a short period of time.	0,504		
I organize and conduct educational and training tasks according to their level of importance.	0,422		
Factor2 (Making use of time)		24,030	4,216
I spend too much time on a task that requires less time.	0,892		
Unforeseeable tasks or assignments come up unexpectedly.	0,846		
I pay no attention to my tasks and postpone them.	0,794		
I do not make a snap decision and manage time well.	0,702		
Because I put my tasks aside I always feel the stress of being unable to finish my duties.	0,663		
I sometimes do not understand how time has passed.	0,543		
Since the working conditions are hard I do not think I make the best of my time.	0,443		
Factor 3 (Insufficient time)		12,229	2,540
Due to time limitation, I am always late for my appointments	0,828		
Due to time limitation, I am not able to finish my tasks completely.	0,784		
Due to time limitation, I do not spare time for the other staff, and students.	0,738		
Due to time limitation, I am nervous, and I experience problems with my staff.	0,573		



UHBAB

www.uhbabdergisi.com

Uluslararası Hakemli Beşeri ve Akademik Bilimler Dergisi

Ekim / Kasım / Aralık – Sonbahar Dönemi Cilt: 4 Sayı: 14 Yıl:2015

International Peer-Reviewed Journal of Humanities and Academic Science

October / November / December - Fall Semester Volume: 4 Issue: 14 Year: 2015

JEL CODE: I20-I21-I29 ID:237 K:02

ISSN Print: 2147-4168 Online 2147-5385

(ISO 9001-2008 Belge No / Document No: 12879 & ISO 14001-2004 Belge No / Document No: 12880)

(MARKA PATENT NO: TRADEMARK)

(2015/03947-2015-GE-17304)

I do not have time to be alone that it affects my job performance and productivity negatively.	0,535		
Working hours seem to be insufficient for my job.	0,470		
Factor 4 (Personal relations)		11,168	1,746
I generally do not want to break people's hearts, and I begin with doing their assignments.	0,809		
I do not have time for myself because of doing others' tasks though it is all unavailing effort.	0,767		
Visitors and guests take too much of my time.	0,684		
I do not spare time to rest, enjoy, and for personal relations.	0,632		
I often experience problems. Because my unplanned tasks fail due to time limitation.	0,663		
I face myself and come to the conclusion that I do waste time fruitlessly.	0,395		

Comparisons Related to the Factor Sub Dimensions and Independent Variables

As illustrated in Table 3, while there is not a significant difference between female and male staff, related to “making use of time [t(261)=0,22, p>.05],” sub dimension, there are significant dif-

ferences, related to “planning time [t(261)=2,71, p<.05], insufficient time [t(261)=7,33, p<.001] and personal relations [t(261)=6,74, p<.001]” sub dimensions. Within this frame, gender, as to “planning time, insufficient time, and personal relations” is a more effective variable for female administrators as opposed to male administrators.



UHBAB

www.uhbabdergisi.com

Uluslararası Hakemli Beşeri ve Akademik Bilimler Dergisi

Ekim / Kasım / Aralık – Sonbahar Dönemi Cilt: 4 Sayı: 14 Yıl:2015

International Peer-Reviewed Journal of Humanities and Academic Science

October / November / December - Fall Semester Volume: 4 Issue: 14 Year: 2015

JEL CODE: I20-I21-I29 ID:237 K:02

ISSN Print: 2147-4168 Online 2147-5385

(ISO 9001-2008 Belge No / Document No: 12879 & ISO 14001-2004 Belge No / Document No: 12880)

(MARKA PATENT NO: TRADEMARK)

(2015/03947-2015-GE-17304)

Table 3. T-Test Results of the Perceptions of the Administrators' as to Time Management According to Gender

		N	X	SS	T	P
Planning time	Female	66	2.881	0.449	2.71	0.007
	Male	197	2.665	0.595		
Making use of time	Female	66	2.026	0.490	0.22	0.823
	Male	197	2.010	0.498		
Insufficient time	Female	66	2.404	0.328	7.33	0.000
	Male	197	2.016	0.385		
Personal relations	Female	66	1.868	0.323	6.745	0.000
	Male	197	1.522	0.453		

As shown in Table 4, according to the number of the teachers, working at school, there are differences among “planning time [$F(2, 260)=14,394$, $p<.001$], making use of time [$F(2, 260)=3,170$,

$p<.05$], “insufficient time [$F(2, 260)=17,787$] and personal relations [$F(2,260)=4,853$],” factor sub dimensions, and the administrators’ perception of time management.



UHBAB

www.uhbabdergisi.com

Uluslararası Hakemli Beşeri ve Akademik Bilimler Dergisi

Ekim / Kasım / Aralık – Sonbahar Dönemi Cilt: 4 Sayı: 14 Yıl:2015

International Peer-Reviewed Journal of Humanities and Academic Science

October / November / December - Fall Semester Volume: 4 Issue: 14 Year: 2015

JEL CODE: I20-I21-I29 ID:237 K:02

ISSN Print: 2147-4168 Online 2147-5385

(ISO 9001-2008 Belge No / Document No: 12879 & ISO 14001-2004 Belge No / Document No: 12880)

(MARKA PATENT NO: TRADEMARK)

(2015/03947-2015-GE-17304)

Table 4. One Way Analysis of Variance ANOVA Results of the Administrators' Perceptions Related to "Time Management" According to the Number of Teachers at School

		N	Average	SS	F	P	Difference (LSD)
Planning time	20 and -	100	2.868	0.364	14.395	0.000	3>1>2
	21-30	99	2.767	0.530			
	31 and +	64	2.412	0.753			
	Total	263	2.719	0.569			
Making use of time	20 and -	100	1.917	0.486	3.178	0.043	1<2<3
	21-30	99	2.064	0.502			
	31 and +	64	2.087	0.482			
	Total	263	2.014	0.495			
Insufficient time	20 and -	100	2.283	0.419	17.787	0.000	1>2>3
	21-30	99	2.057	0.346			
	31 and +	64	1.934	0.379			
	Total	263	2.113	0.407			
Personal relations	20 and -	100	1.718	0.415	4.853	0.009	1>2>3
	21-30	99	1.543	0.429			
	31 and +	64	1.541	0.502			
	Total	263	1.609	0.449			

LSD test has been conducted to find out the groups, in which the above mentioned differences exist. It has been observed that in the institutions where the number of the teachers is 20 and below, the administrators' level of experiencing problems in relation to time is higher than the administrators, working at schools, composed of 21 and more teachers, in "planning time", insufficient time", and "personal relations" sub dimensions. This

situation explains that since there is not a sufficient number of staff to manage tasks professionally in the institutions, such problems as focusing on job, and finishing the task on time have been experienced much more.

It has been detected that if the number of the teachers is few, administrators' level of experiencing problems decreases in "making use of time" sub dimension. It is asserted that if the number



UHBAB

www.uhbabdergisi.com

Uluslararası Hakemli Beşeri ve Akademik Bilimler Dergisi

Ekim / Kasım / Aralık – Sonbahar Dönemi Cilt: 4 Sayı: 14 Yıl:2015

International Peer-Reviewed Journal of Humanities and Academic Science

October / November / December - Fall Semester Volume: 4 Issue: 14 Year: 2015

JEL CODE: I20-I21-I29 ID:237 K:02

ISSN Print: 2147-4168 Online 2147-5385

(ISO 9001-2008 Belge No / Document No: 12879 & ISO 14001-2004 Belge No / Document No: 12880)

(MARKA PATENT NO: TRADEMARK)

(2015/03947-2015-GE-17304)

of the staff is very few, the tasks are carried out monotonously, and the administrators save time for different activities.

As shown in Table 5, while there is not a significant difference among the staff, having less than, and more than 10 years professional seniority in terms of “insufficient time [$t(261)=1,64, p>.05$], some significant differences have been found in “planning time [$t(261)=5,128, p<.001$], making use of time [$t(261)=-2,51, p<.001$] and personal relations [$t(261)=3,525, p<.001$]” sub dimensions as to the administrators’ perceptions, concerning time management. According to LSD, the source

for this difference in “planning time, insufficient time, and personal relations” dimensions is among the administrators, having less than 10 years of experience, and the ones, having more than 10 years of experience. The administrators, having less professional experience, are more likely to encounter problems, in relation to making use of time, and personal relations while managing time. However, the difference in terms of “making use of time” is certainly for the senior administrators. Since these administrators are more experienced, they manage their time effectively for they are planning their tasks.

Table 5. T-Test Results of the Administrators’ perceptions According to the Work Experience On “Time Management”

		N	Average	SS	T	P
Planning time	10 years and below	231	2.813	0.447	5.128	0.000
	10 years +	32	2.037	0.840		
Making use of time	10 years and below	231	1.985	0.499	-2.517	0.012
	10 years +	32	2.218	0.420		
Insufficient time	10 years and below	231	2.127	0.413	1.647	0.107
	10 years +	32	2.015	0.350		
Personal relations	10 years and below	231	1.653	0.414	3.525	0.001
	10 years +	32	1.291	0.560		

As shown in Table 6, according to the administrators’ administrative experience, whilst there is not a significant difference in “making use of time” [$F(3, 259)=1,975, p>.05$] sub dimension,

there is a significant difference in “planning time [$F(3, 259)=16,019, p<.001$], insufficient time [$F(3, 259)=53,241, p<.001$] and personal relations [$F(3,$



UHBAB

www.uhbabdergisi.com

Uluslararası Hakemli Beşeri ve Akademik Bilimler Dergisi

Ekim / Kasım / Aralık – Sonbahar Dönemi Cilt: 4 Sayı: 14 Yıl:2015

International Peer-Reviewed Journal of Humanities and Academic Science

October / November / December - Fall Semester Volume: 4 Issue: 14 Year: 2015

JEL CODE: I20-I21-I29 ID:237 K:02

ISSN Print: 2147-4168 Online 2147-5385

(ISO 9001-2008 Belge No / Document No: 12879 & ISO 14001-2004 Belge No / Document No: 12880)

(MARKA PATENT NO: TRADEMARK)

(2015/03947-2015-GE-17304)

259)=18,641, $p<.001$] sub dimensions. According to LSD, the source for the significant difference is among the administrators who have 1-2 years of administrative post, and the ones, having more

than 3 years of administrative post. Thus a short period of administration has been detected as an element which affects the effective time management negatively.

Table 6. The Results of One Way Analysis of Variance, ANOVA, of the Administrators' Perceptions as to "Time Management" According to the Period of Administration

		N	Average	SS	F	P	Difference (LSD)
Planning time	1-2	66	2.930	0.353	16.019	0.000	2-3,1-4
	3-5	65	2.581	0.545			
	6-10	98	2.528	0.661			
	11 and +	34	3.123	0.246			
	Total	263	2.719	0.569			
Making use of time	1-2	66	1.987	0.461	1.975	0.118	No difference-
	3-5	65	1.991	0.532			
	6-10	98	1.981	0.511			
	11 and +	34	2.205	0.410			
	Total	263	2.014	0.495			
Insufficient time	1-2	66	2.525	0.166	53.241	0.000	1-2, 3-4
	3-5	65	2.015	0.374			
	6-10	98	1.892	0.375			
	11 and +	34	2.137	0.273			
	Total	263	2.113	0.407			
Personal relations	1-2	66	1.914	0.243	18.625	0.000	1-2, 3-4
	3-5	65	1.615	0.386			
	6-10	98	1.471	0.482			
	11 and +	34	1.406	0.478			
	Total	263	1.609	0.449			



UHBAB

www.uhbabdergisi.com

Uluslararası Hakemli Beşeri ve Akademik Bilimler Dergisi

Ekim / Kasım / Aralık – Sonbahar Dönemi Cilt: 4 Sayı: 14 Yıl:2015

International Peer-Reviewed Journal of Humanities and Academic Science

October / November / December - Fall Semester Volume: 4 Issue: 14 Year: 2015

JEL CODE: I20-I21-I29 ID:237 K:02

ISSN Print: 2147-4168 Online 2147-5385

(ISO 9001-2008 Belge No / Document No: 12879 & ISO 14001-2004 Belge No / Document No: 12880)

(MARKA PATENT NO: TRADEMARK)

(2015/03947-2015-GE-17304)

According to Table 7, through the analysis of the administrators' training services on administration, it has been observed that there is not a significant difference in "planning time [$t(261)=-1,06, p>.05$] and "personal relations" [$t(261)=-0,544, p>.05$]" sub dimensions as to time perception, whereas there are significant differences in "making use

of time [$t(261)=-3,474, p<.001$] and insufficient time [$t(261)=-3,03, p<.001$]" sub dimensions. The administrators who have not received any training courses experience more problems in "insufficient time, and making use of time" sub dimensions, compared to the ones who have received training.

Table 7. The T-Test Results of the Administrators' "Time Management" Perception According to the Level of Education

		N	Average	SS	t	P
Planning time	Trained staff	164	2.693	0.661	-1.064	0.288
	Untrained staff	99	2.761	0.369		
Making use of time	Trained staff	164	1.880	0.477	3.474	0.001
	Untrained staff	99	2.094	0.498		
Insufficient time	Trained staff	164	2.171	0.397	3.032	0.003
	Untrained staff	99	2.016	0.407		
Personal relations	Trained staff	164	1.598	0.487	-0.544	0.587
	Untrained staff	99	1.627	0.380		

DISCUSSION AND RESULT

The findings of this study indicate that the principals and assistant principals, working at primary schools, do not encounter major problems, related to time management, and their time management perceptions are positive in general in İstanbul in Turkey. Perceptions of the administrators differ according to gender, level of education, the number of the teachers, work seniority, and professional experience.

The views of the administrators on "time management" have been analysed under four different sub dimensions as "planning time, making use of time, insufficient time, and personal relations." According to these sub dimensions, administrators experience problems in relation to "planning time" most. The sub dimension which takes the least of the administrators' time is related to the "personal relations." (Aksoy 1993); (Kaykanacı 2003); (Açıkalın 1995); (Alkan 1999); and (Arazsu's 2005) studies on the school administrators' time



UHBAB

www.uhbabdergisi.com

Uluslararası Hakemli Beşeri ve Akademik Bilimler Dergisi

Ekim / Kasım / Aralık – Sonbahar Dönemi Cilt: 4 Sayı: 14 Yıl:2015

International Peer-Reviewed Journal of Humanities and Academic Science

October / November / December - Fall Semester Volume: 4 Issue: 14 Year: 2015

JEL CODE: I20-I21-I29 ID:237 K:02

ISSN Print: 2147-4168 Online 2147-5385

(ISO 9001-2008 Belge No / Document No: 12879 & ISO 14001-2004 Belge No / Document No: 12880)

(MARKA PATENT NO: TRADEMARK)

(2015/03947-2015-GE-17304)

management perceptions focus on the elements that take too much of their time; namely, personnel, education-training, and student enrollment services, including diploma, ceremonies, meetings, office work, maintenance, and repair services. (Akbaba Altun's 2011) study points out that, nearly one half of the administrators experience problems in relation to time management, and they complain about the shortage of time, and its pressure, and their obligation to be at school out of working hours. Çelikten's (2004) research asserts that, primary school administrators spend most of their time on general management, planning, and touring; and the activities they spend the least time on are senior management, self-training, and school environment. (Kıral 2007) states that the administrators' time consuming factors, in relation to function, structure, and process dimensions are diploma, certificate, report, certificate of education, matriculation, course programmes, daily tasks, certificates at the beginning of the terms, supervision, and turn of duty. (Özdayı Uzunçarşılı, & Uzunçarşılı's 1999) studies on the administrators, and Kocabaş & Erdem's 2003) studies on the administrator candidates all point out that; administrators and candidates assert that they spend most time on "students' problems, bureaucratic details, filing, paper work, plans, and facilities, dealing with the details, phone calls, correspondence, and meetings." (Karagöz, Kınır, Mesci, and Akbaş's 2010) study on the academic and administrative

university staff lists some of the elements which might lead to ineffective time management as follows; "lack of personal organization, insufficient authority transfer, planlessness, and overreaching." However, there have been differences according to age, gender, period of work, and income level variables. Nonetheless, Latif, Fidan and Uçkan's study notes that "doing the remaining work, bureaucratic details, computer and communication disorder are some of the factors that make the administrators lose time. As is seen in these studies, the factors that the administrators spend time are in correlation with the "insufficient time and planning time" sub dimensions in this study. (Kergaard 1991), also finds out similar results in his study on the administrators. It is asserted that the administrators spend most time on visitors, phone calls, organization, and disciplinary services. (Fidan 2011) expresses that the administrative staff, working at private and public sectors, have weak and insufficient time management skills which should be improved. If education level and seniority are high, the awareness of time management increases too. When compared to this result, the findings of this study present a number of significant parallels.

As for the differentiation between the sub dimensions of time management, and independent variables, there have been differences between female and male groups in terms of gender. This difference shows that female administrators experience more



UHBAB

www.uhbabdergisi.com

Uluslararası Hakemli Beşeri ve Akademik Bilimler Dergisi

Ekim / Kasım / Aralık – Sonbahar Dönemi Cilt: 4 Sayı: 14 Yıl:2015

International Peer-Reviewed Journal of Humanities and Academic Science

October / November / December - Fall Semester Volume: 4 Issue: 14 Year: 2015

JEL CODE: I20-I21-I29 ID:237 K:02

ISSN Print: 2147-4168 Online 2147-5385

(ISO 9001-2008 Belge No / Document No: 12879 & ISO 14001-2004 Belge No / Document No: 12880)

(MARKA PATENT NO: TRADEMARK)

(2015/03947-2015-GE-17304)

problems in time management, related to “planning time, insufficient time, and personal relations.” It might be described as a disadvantage; for women are generally under stress in business life, compared to male staff in terms of time management.

In the studies, concerning the number of the staff, it has generally been found out that if the number of the staff is more, the problems, encountered in time management process, are fewer. In the institutions, which consist of a great number of the staff, the job distribution is too much, and the work load is very little, as a consequence, very few problems, related to time management, are detected.

Further to this, in comparison with the administrators’ work experience, and work seniority, it has been observed that if the level of seniority increases, the number of the problems decreases. By the same token, the school administrators, who have received administrative training courses, experience fewer problems than the school administrators that have not received any administrative training. In addition, (Terzi 2007) states in his research that the administrators that have received administrative training spend more time on student affairs, school management, and school improvement services than the administrators who have not received any administrative training.

It is apparent that “efficient time management is an element which can affect your efficiency,

effectiveness and productivity ... Condition the pressure that goes with any job. Create greater positive visibility” (Forsyth 2010, p. 3). If the administrators’ interrupted time, experienced due to daily tasks, is not the longest time span then most of the problems will be overcome (Güçlü 2001).

It is noteworthy that the concept of time management should be developed to help the administrators to minimize the elements that make them lose time. If some precautions such as planning the tasks in detail, transferring the authority, and the durability of work pace are taken; and some training services are held to avoid time traps, the administrators will not be slaves to time. In this respect, organizing seminars for the school staff might decrease the level of encountering problems, and improve their skills to manage time effectively. In this research, it has been observed that the administrators are not able to spare time for themselves and others. However, if other bureaucratic and detailed tasks are carried out schemingly, the administrators will save time for themselves and others. The studies, which will be conducted in the future to investigate the reasons that affect time negatively, and the suggested solutions will be effectual to provide the staff with an ability to manage time effectively, efficiently, and consciously.



UHBAB

www.uhbabdergisi.com

Uluslararası Hakemli Beşeri ve Akademik Bilimler Dergisi

Ekim / Kasım / Aralık – Sonbahar Dönemi Cilt: 4 Sayı: 14 Yıl:2015

International Peer-Reviewed Journal of Humanities and Academic Science

October / November / December - Fall Semester Volume: 4 Issue: 14 Year: 2015

JEL CODE: I20-I21-I29 ID:237 K:02

ISSN Print: 2147-4168 Online 2147-5385

(ISO 9001-2008 Belge No / Document No: 12879 & ISO 14001-2004 Belge No / Document No: 12880)

(MARKA PATENT NO: TRADEMARK)

(2015/03947-2015-GE-17304)

REFERENCES

AÇIKALIN, A., (1995). *Toplumsal ve Kurumsal Yönleri ile Okul Yöneticiliği.* (2.Baskı). Pegem A Yayıncılık, Ankara

AKATAY, A., (2003). Örgütlerde zaman yönetimi. *Sosyal Bilimler Enstitüsü Dergisi.* ss. 281-300From http://www.sosyalbil.selcuk.edu.tr/sos_mak/makaleler/Ayten%20AKATAY/281-300.pdf], Retrieved on October 25, 2012)

AKBABA, A.S., (2011). Başarılı ilköğretim okulu müdürlerinin zaman yönetimi stratejileri. *Kuram ve Uygulamada Eğitim Yönetimi. Educational Administration- Theory and Practice.* (17) 4, 491-507

ALKIM, A., (1999). İlköğretim okulu müdürlerinin görev tanımı kapsamında yer alan görevlere ayırdıkları zamanın belirlenmesi. (Unpublished MA Thesis). Ankara: Ankara Üniversitesi

AKSOY, K.N., (1993). Ankara ili genel lise müdürlerinin çalışma zamanlarını kullanma biçimleri. (Unpublished MA Thesis). Hacettepe Üniversitesi, Ankara

ARAZSU, O., (2005). İstanbul kağıthane ilçesinde çalışan ilköğretim okulu müdürlerinin görev tanımı kapsamında yer alan görevlere ayırdık-

ları zamanın belirlenmesi.(Unpublished MA Thesis). Yıldız Teknik Üniversitesi, İstanbul

BAŞARAN, İ.E., (2008). *Örgütsel Davranış. İnsanın Üretim Gücü.* Ekinoks, Ankara

BECKERMAN, L., (2005). Building blocks for the new principal. *Principal Leadership,* 5(5), 43-46

BÜYÜKÖZTÜRK, Ş., (2008). *Veri Analizi El Kitabı.* Pegem A Yayıncılık, Ankara

ÇELİKTEK, M., (2004). Bir okul müdürünün günlüğü. *Fırat Üniversitesi Sosyal Bilimler Dergisi.*14(1), 123-135

DRUCKER, P.F., (1994). *Etkin Yöneticilik.* Çev. Ahmet Özden, Nuray Tunalı. Eti Yayınevi, İstanbul

DURSUN, Ç., (2000). Zaman: modern ve post-modern. 84 BAHAR 2000. pp.189-213

FİDAN, Y., (2011). Özel sektör ve kamu yöneticilerinin zaman yönetimi davranışlarının karşılaştırılması. *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi.* 4(6),47-74

FORSYTH, P., (2010). *Successful time management,* (Revised 2nd ed). India: Replika Press. From <http://books.google.com.tr/books?id=k38DPjrS8hkC&printsec=frontcover&dq=business+and+time+management&hl=tr#v=onepage&q=business%20and%20>



UHBAB

www.uhbabdergisi.com

Uluslararası Hakemli Beşeri ve Akademik Bilimler Dergisi

Ekim / Kasım / Aralık – Sonbahar Dönemi Cilt: 4 Sayı: 14 Yıl:2015

International Peer-Reviewed Journal of Humanities and Academic Science

October / November / December - Fall Semester Volume: 4 Issue: 14 Year: 2015

JEL CODE: I20-I21-I29 ID:237 K:02

ISSN Print: 2147-4168 Online 2147-5385

(ISO 9001-2008 Belge No / Document No: 12879 & ISO 14001-2004 Belge No / Document No: 12880)

(MARKA PATENT NO: TRADEMARK)

(2015/03947-2015-GE-17304)

- [time%20management&f=false](#)], (Retrieved on November 17,2012)
- GÜÇLÜ, N., (2001).** Zaman yönetimi. *Kuram ve Uygulamada Eğitim Yönetimi*. Sayı: 25, 87-100
- GÜNEY, S., (2006).** *Davranış bilimleri*. Nobel Yayınevi, Ankara
- KARAGÖZ, Y., KINGIR, S., MESCI, M., ve AKBAŞ, Z., (2010).** Zamanın etkin kullanımını sağlayan faktörlerin belirlenmesine yönelik bir araştırma. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, Sayı: 23, 95-107
- KARCI, N., (2005).** *İşgören ihtiyacının karşılanmasında dış kaynak kullanımı*. Afyon Kocatepe Üniversitesi Sosyal Bilimler Enstitüsü (MA Thesis)
- KAYKANACI, M., (2000).** *İlköğretim okul müdürlerinin yönetim işlerine verdikleri önem ve harcadıkları zaman*, (Unpublished doctoral dissertation). Gazi Üniversitesi, Ankara
- KENNEDY, D., (2004).** *Time management for entrepreneurs*, Canada: Eliot House Productions. From <http://books.google.com.tr/books?id=x8Bs7bkHzY4C&printsec=frontcover&dq=business+and+time+management&hl=tr#v=onepage&q=business%20and%20time%20management&f=false>], (Retrieved on November 17, 2012)
- KERGAARD, D., (1991).** Time management. handling it all. *NASSP Bulletin*,75(533).30-32
- KIRAL, E., (2007).** *İlköğretim yöneticilerinin tanımlanmış görevleri için zaman kullanma biçimleri*.(Amasya ili örneği, (Unpublished MA Thesis). Kırıkkale Üniversitesi Sosyal Bilimler Enstitüsü, Kırıkkale
- KOCABAŞ, İ., ERDEM, R., (2003).** Yönetici adayı öğretmenlerin kişisel zaman yönetimi davranışları. *Fırat Üniversitesi Sosyal Bilimler Dergisi*.13(2).203-210
- KORKMAZ, M., YAHYAOĞLU, G., ve ÇALIŞKAN, D., (2012).** Aile hekimlerinin zaman yönetimi ve iş performansının uygulamalı olarak incelenmesi. *Akademik Bakış Dergisi*, Sayı: 29 ss.1-18
- LAKEIN, A., (1997).** *Zaman Hayattır*. (Çev. S.Tezcan). Rota Yayın Dağıtım, İstanbul
- LATİF, H., FİDAN, F., & UÇKAN, G., (2004).** Örgütlerde zaman kaybettiren faktörler. *Yönetim Dergisi*. Ekim 2004.(15)49, 41-53
- MAITLAND, I., (1997).** *Yönetim Dizisi: Zamanınızı Yönetin*. (Çev. B. Aksu, O. Cankoçak). İlkaynak Kültür ve Sanat Ürünleri, Ankara
- ÖKTEM, M.K., (1993).** Zaman yönetimi: örgütsel etkililiği arttırmada zaman faktöründen yararlanılması. *Amme İdaresi Dergisi*, Cilt 26, Sayı 1, Mart. pp. 217-237



UHBAB

www.uhbabdergisi.com

Uluslararası Hakemli Beşeri ve Akademik Bilimler Dergisi

Ekim / Kasım / Aralık – Sonbahar Dönemi Cilt: 4 Sayı: 14 Yıl:2015

International Peer-Reviewed Journal of Humanities and Academic Science

October / November / December - Fall Semester Volume: 4 Issue: 14 Year: 2015

JEL CODE: I20-I21-I29 ID:237 K:02

ISSN Print: 2147-4168 Online 2147-5385

(ISO 9001-2008 Belge No / Document No: 12879 & ISO 14001-2004 Belge No / Document No: 12880)

(MARKA PATENT NO: TRADEMARK)

(2015/03947-2015-GE-17304)

ÖZDAYI, N., ve diğ., (1999). Eğitim yöneticilerinin yönetsel zamanlarını kullanmalarının yönetsel açıdan değerlendirilmesi. 4. Ulusal Eğitim Bilimleri Kongresi Bildirileri 3. Anadolu Üniversitesi Yayın No.1076.Eskişehir. ss. 60-80

ÖZDİL, K., KORKMAZ, M., BAYKARA, S., K, (2012). Eğitim ve araştırma hastanelerinde uzman doktorların zaman yönetimi, *Akademik Bakış Dergisi*. Sayı: 28 ss.1-16

ROY, A., DOBSON, M.S., (2009). *Real-World time management*. 2nd ed. New York: AMA-COM From <http://books.google.com.tr/books?id=gE95I3Se8GcC&printsec=frontcover&dq=business+and+time+management&hl=tr#v=onepage&q=business%20and%20time%20management&f=false>], (Retrieved on November 17, 2012)

TENGİLİMLİOĞLU, D., ve diğ., (2008). *İşletme Yönetimi*. Seçkin Yayınevi, Ankara

TÜRKMEN, İ., (1996). *Yönetsel Zaman ve Yetki Devri Açısından Yönetimde Verimlilik*. (2. Baskı). Ankara:Milli Prodüktivite Merkezi (MPM) Yayınları.No.519

TERZİ, A., (2007). *İlköğretim okulu müdürlerinin yöneticilik görevlerine ayırdıkları zaman ile etkili zaman kullanımını engelleyen etkenler arasındaki ilişki*. (Unpublished MA Thesis). Yıldız Teknik Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul

TERZİOĞLU, A., (2003). Üniversite öğrencilerinin boş zamanlarını değerlendirme anlayış ve alışkanlıkları. *Erzincan Eğitim Fakültesi Dergisi*. Cilt.5 Sayı:2

YILMAZ, A., ASLAN, S., (2002). Örgütsel zaman yönetimi. *Çukurova Üniversitesi. İktisadi ve İdari Bilimler Dergisi*. Cilt, 3, Sayı, 1. ss. 25-46