

## **Relationship between Time Management Practices and Job Satisfaction of Secondary School Teachers**

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### **Abstract**

*It is generally perceived that teachers who have good time management skills have high job satisfaction level. To investigate this, the researchers sought to explore how secondary school teachers (SST) manage their time and explore the relationship between their productivity and satisfaction level at their workplace. The researchers selected 1244 SST through cluster sampling technique from seven sampled divisional headquarters districts of Khyber Pakhtunkhwa (KP) province. Self-constructed questionnaires were used to measure the time management skills and job satisfaction level of the secondary school teachers. The researchers analyzed the data using both descriptive and inferential statistics including mean, standard deviation and Pearson correlation. Main findings of the study show that SST time management skills and job satisfaction have above average levels of observance. Additionally, on average, these SST were satisfied with work environment, administration, in-service training, and teaching as a career and were satisfied with teaching at their schools. The co-efficient of correlation value suggested a significant positive moderate relationship between total time management scores and overall job satisfaction scores. Building teachers' time management capacities may be a worthwhile strategy for improving their efficiency at school.*

**Keywords:** Time management skills, job satisfaction, secondary school teachers, teaching-learning process.

### **Introduction**

Time management skills are an important predictor of job satisfaction level of principals, teachers and students (Farrell, 2017; Kouali & Pashiardis, 2015). However, very little research studies have been conducted at national and international levels on this important issue and also factors affecting school, college and university teachers' time management skills (Claessens, Van Eerde, Rutte, & Roe, 2007). It should be of note that researchers have recently focused on investigating the time management problems faced by individuals at workplace (König & Kleinmann, 2007). In the words of Covey

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(2009) “time is one of the most valuable resources in the modern world.” He further stated that “efficient people usually have effective time management skills” (p.12). Today, everyone continuously searches for ways to use time effectively and efficiently. Similarly, school, college and university teachers and students are also searching for ways on how to save, invest or improve time management skills. Most researchers have paid attention to unearth the factors affecting teachers’ time management skills and how these skills affect their performance, their customers and co-workers (Sorenson, Goldsmith, & DeMatthews, 2016). Thus, time management is considered as one of the important key issues for employees and their organization and is considered a key predictor for outcomes (Bawaneh & Takriti, 2015).

It has been noticed that many teachers feel frustrated because of lack of time issues at their workplace. Researchers like Torres, Ulmer, and Aschenbrener (2007) stated that teachers continuously suffer from high levels of stress, because they have greater workload and they work for long hours at school, college and university. Joerger and Boettcher (2000) argued that during first two months of the school year, teachers experience high level of stress because of heavy workload. Apart from classroom instruction, secondary school teachers perform additional responsibilities at school. They take care of maintaining discipline at school, look after co-curricular activities, manage classroom for instruction, coach students for competitive examinations, participate in in-service training for enhancing their competencies, and motivate and encourage students for academic excellence. In this context, Schuler (1979) anticipated that, “time management means less stress for individuals, which means more efficient, satisfied, healthy employees, which in turn means more effective organizations” (p. 854). Claessens et al. (2007) and Macan (1994) noted that little attention has been given to investigate the factors affecting time management practices and related organizational outcomes.

Another potential challenge for secondary school teachers is to maintain a balance between their organizational and personal life. Edwards and Briers (1999), Mundt and Connors (1999) and Myers, Dyer, and Washburn (2005) found that teachers face problems regarding maintaining a balance between organizational and personal life and they cannot say “no” to performing different life roles. Mundt and Connors (1999) concluded that teachers face problems in maintaining a balance between organizational and personal life because of lack of establishing priorities, maintaining personal motivation and having a positive outlook towards personal and organizational lives. The different areas which should be focused during pre-service and in-service trainings provided to teachers include professional development, coping stress management strategies, learning time management techniques, enhancing communication skills and effective teaching strategies. Claessens et al. (2007) noticed that learning time management skills improve the job satisfaction level and reduces the stress related outcomes.

Very few teachers are likely to be resistant to stress. Talbert and Camp (1994) noticed that beginning teachers tended to exhibit more stressful behaviors than their senior coworkers and felt difficulty to meet their schedules. Those teachers, who failed to manage their time effectively proved to be more stressful and often left the teaching profession (Champan & Hutcheson, 1982). In this same way, Moore and Camp (1979) noticed that teachers who left their profession reported the reasons being long duty hours and multitasking. It is evident from the above discussion that time management and stress has a strong association. It is therefore, important for the secondary school teachers to learn about time management techniques for enhancing their job satisfaction level. Wildman and Niles (1987) rightly said that the greatest challenge which the teachers face is to know how to manage their time to increase their productivity. Since teachers devote most of their time to preparing classroom instruction, they should thus have excellent time management skills (Torres et al., 2007). Similarly, Mundt (1991) concluded that teachers have to plan daily lessons for multiple classes, meet deadlines, completing paperwork, organize classrooms to ensure maximum learning which produce stress because of heavy workload.

#### *Teachers' Time Management Skills are related to Their Job Satisfaction*

Extensive studies of the related literature have been done for investigating the relationship between teachers' time management skills and their outcomes. In this regard, Claessens, Van Eerde, Rutte, and Roe (2004) concluded that the perceived control of time was positively related to job satisfaction of the workers. Similarly, Hall and Harsh (1982) concluded that time management behaviors were positively related to increased job satisfaction level. Likewise, other researchers have also found that time management behaviors decrease job induced and somatic tensions and increase life satisfaction of college students (Macan, Shahani, Dipboye, & Phillips, 1990). Kelly (2001) theorized that increased time use efficiency would result in increased productivity, high performance measures, increased feelings of accomplishments, and increased work satisfaction. Mohammadi, Soleimani, and Babelan (2014) found that principals' time management were positively and significantly related to their job performance. Principals having good time management skills proved to be more effective at their workplace. They also declared that principals' time management skills proved to be a significant contributor to teachers' job performance.

Teachers having better time management skills proved to be more effective at classroom. Those teachers, who manage their time effectively, use instructional time efficiently and teach in an effective way (Khan, Farooqi, Khalil, & Faisal, 2016). Green and Skinner (2005) noticed that better time management skills of employees ensure greater productivity in organization and also enable workers to perform their job in smarter ways. Abduljabbr, Mahdi, and Almsafir (2012) believed that time management behaviour helps employees in improving their productivity, makes their job easier, perform tasks efficiently and guide the organizations towards achieving its goals. They

found that time management behaviour of employees have positive relationship with the job performance. However, Classencs et al. (2007) noticed that those employees who have positive attitude towards time have well time management skills and have greater level of job satisfaction; however, the effect of time management skills on employees' job performance was unclear. Similarly, the effects of time management behaviour on job satisfaction were found to be positive. Hall and Harsh (1982) concluded that employees having better time management behaviour were found to be more satisfied with their job. Similarly, Adams and Jex (1999) concluded that those employees who had positive attitudes towards time and had control over their time proved to be more satisfied with their job and their surroundings. Bawaneh and Takriti (2015) concluded that private university teachers' time management behaviours were positively correlated with their job satisfaction level. They believed that teachers having high job satisfaction level demonstrated good time management practices. Chang an Nguyen (2011) concluded that those students who efficiently manage their time have greater levels of satisfaction in their personal and academic life.

#### *Purpose and Research Questions*

The literature on time management skills and its outcomes revealed that teachers who manage their time efficiently and effectively were found more satisfied with their personal and academic lives. If a teacher is competent to use their time appropriately and efficiently, then he/she will be satisfied with his/her work and productivity. Many researchers have recommended time management training for increasing the job satisfaction level and reducing job stress of teachers. However, to the best of researchers' knowledge, there is lack of scientific investigation in the local settings for inquiring how teachers' time management skills are correlated with their job satisfaction level. Therefore, to fill this knowledge gap, the present study intended to discover how SST' time management skills are correlated with their job satisfaction levels in the local settings. The research objectives of the study were to:

1. Find out the time management skills level of SST in seven sampled divisional headquarter districts of KP province,
2. Find out the time management skills level of SST in seven sampled headquarter districts of KP province, and
3. Discover the correlation between time management skills and job satisfaction levels of SST in seven sampled headquarters districts of KP province.

The study sought to answers the following research questions:

1. What is the extent of time management skills level of SST in seven sampled divisional headquarter districts of KP province?
2. What is the extent of job satisfaction level of SST in seven sampled divisional headquarter districts of KP province?

3. What is the extent of correlation between SST time management skills and job satisfaction levels in seven sampled divisional headquarters districts of KP province?

### **Methodology**

The present study was based on quantitative (descriptive survey) research design. Cross-sectional survey design was used to collect data from the respondents. As the study focused on seeking secondary school teachers' time management skills level and job satisfaction level and also sought to find the relationship between these two constructs, therefore, correlational research design was used to analyze the data. Thus the study was a cross-sectional survey and analytical in nature (Cohen, Manion, & Morrison, 2007). From scattered population, survey is considered the best way to gather information from the respondents in an analytical study because it allows the researcher to find the relationship that exist between variables to be studied (Bryman, 2008; Cohen et al., 2007). Therefore, the researchers adopted the above stated method for collection and analysis of data in this study.

The researchers would like to generalize the results on the all government secondary schools teachers (10043) currently working in seven divisional headquarter districts (Swat, Mardan, Abbotabad, Peshawar, Dera Ismail Khan, Bannu, and Kohat) of KP province in the academic year 2018-19. Out of these, 1244 (12.38%) secondary schools teachers were selected using stratified random sampling technique. The divisional headquarters districts were chosen due to a number of reasons. The first reason was that, because of large number of schools present in these districts. Secondly, as compared to other districts these districts are more developed. Thirdly, the researchers belonged to these sampled districts. Fourthly, no empirical research study has been conducted on this topic in these districts. Out of the 1244 sampled secondary school teachers, 806 were male teachers and 438 were female teachers. Similarly, 843 secondary school teachers were working in rural schools, while 401 were working in urban schools.

The divisional headquarters districts were chosen due to numerous reasons. Firstly, a large number of secondary and higher secondary schools have been established by the government in these districts as compared to rest of the districts in these divisions. The researchers observed that no scientific study on this area had been conducted in these districts, which compelled the researchers to conduct a study on this important and neglected area. Thirdly, the researchers belonged to this region, due to which it was very convenient to gather data from the respondents in a short period of time.

Twelve hundred and forty four (1244) survey packets (questionnaires) were distributed among Government secondary teachers of 344 schools in seven divisional headquarter districts of Khyber Pakhtunkhwa. Each survey packet was accompanied

with a covering letter inviting participation in the survey, describing purposes of the study and ensuring confidentiality and anonymity for the institution and teachers. One thousand and ninety six filled questionnaires were collected from the respondents. Of these, 46 incompletely or incorrectly filled questionnaires were discarded. Thus 1050 useable questionnaires were used for data analysis with a final response rate of 88.10%.

The researchers had developed a questionnaire to collect data from the respondents related to time management skills and job satisfaction levels of secondary school teachers. There were three parts of the questionnaire. The first part of the questionnaire was related to demographic information of the participants. The demographic information included name of the teacher and school which were optional, their gender, age, teaching experience, academic and professional qualification and school's location. The second part of the questionnaire related to time management skills was comprised of 37 rating scale items. There were seven constructs related to time management behavior, which included time attitude, scheduling, short range planning, and long range planning, managing paperwork, establishing priorities and handling interruptions. The third part of the questionnaire related to teachers' job satisfaction consisted of sixteen items was based on five-point Likert scale.

Initially, an item-bank of 69 items was developed by the researchers. For content validity, the researchers decided to show it to a group of experts who were experienced and had years of administrative and teaching experience and were well reputed in the field of educational management and administration. Among these experts, one was foreign professor and four were full professors and six were assistant professors serving in Pakistani universities and holding PhD degrees in the field of educational management and leadership. There were also six secondary school teachers and two language experts who checked the content validity of the instrument. These experts were requested to write suggestions and comments regarding ambiguity of the items and directions, length of the items, clarity, and design of the instrument on the white paper. After validating the instrument, experts' suggestions and comments were integrated in the research instrument.

The final modified and refined research instrument consisted of 53 items was piloted in the field to check the reliability of the instrument. It was piloted on thirty secondary school teachers who were not the part of this study, so that we have a more valid, reliable, and objective research instrument. The responses of the teachers were found satisfactory. Among 37 items related to time management behaviour, six items were grouped under the category of attitude towards time. The examples of the items in this category include "I feel I am in charge of my own time, by and large" and "I believe that there is room for improvement in the way I manage my time". Eight items were grouped under category of scheduling. Examples of items in this category include "I schedule my activities daily" and "I cannot keep schedule because of constant interruptions". Five items were grouped under the category of short-range planning.

Examples of statements in this category include “I make a list of the things “to-do” each day” and “I spend time on each day planning”. Six statements were grouped under the category of long range planning. Examples of statements in this category include “I set long term goals in the starting of session” and “I set deadlines for achievement of goals”. Seven statements were grouped under the category of managing paperwork. Examples of statements in this category include “I tend to organize my paperwork” and “I leave clear workspace”. Five statements had establishing priorities as their category. Examples of statements in this category include “I develop my own priority lists each day” and “Problems as they arise define my management priorities”. Four statements had handling interruptions as their category. Examples of statements in this category include “I tend to avoid interruptions during workday” and “I know how to say “no” to my friends”. Sixteen statements were grouped under the category of secondary school teachers’ job satisfaction. Examples of items in this category include “I am very satisfied with my job” and “I feel I am making a contribution to young lives”.

The respondents were requested to fill the questionnaire on a five-point Rating and Likert scales, ranges from “always” to “ never” and “strongly agree” to “strongly disagree” carrying point values from 5 to 1 respectively. The value of the Cronbach Alpha for the questionnaire was .83, which shows that the instrument was highly reliable. The inter-item reliability was also found for each construct or dimension of the questionnaire. The Cronbach’s alpha values for different dimensions of time management behaviours i.e. time attitude, scheduling, short range planning, long range planning, managing paperwork, establishing priorities and handling interruptions were .88, .89, .84, .82, .86, .85, and .81 respectively. The value of Cronbach alpha for job satisfaction scale was .86, which was also found satisfactory. According to Cohen, et al. (2007) and Tesfaw (2014) if the Cronbach’s alpha value for a questionnaire is .70 or more, then it would show satisfactory level of statistical testing for social sciences.

### **Data Analysis**

The researchers analyzed the collected data using both descriptive and inferential statistical tests. In descriptive statistics, the researchers used frequency of the respondents, their percentages; mean scores of each dimension and overall scores of teachers’ time management skills and their job satisfaction level, and standard deviation of each dimension and overall scores of teachers’ time management skills and their job satisfaction level were used. As the data was showing normal curve distribution, therefore, the researchers used Pearson’s Product-Moment co-efficient correlation (r) as inferential statistics. To interpret the mean scores, the researchers used mean score 3.0 as midpoint mark (Iqbal, 2010; Ghazi, 2004; Nguni, 2005; Hukpati, 2009; Tesfaw, 2014). It was assumed by the researchers that the item or dimension having a mean score greater than midpoint (i.e. 3.0) demonstrated the evidence of teachers’ job satisfaction level and time management skills. Thus, the item or dimension having mean score greater than the midpoint ( $M > 3$ ) was interpreted as above average level of

observance of time management skills and job satisfaction levels and an item or dimension having mean score greater than point value 4 ( $M > 4$ ) was interpreted as sufficiently above average level of observance of time management skills and job satisfaction levels. The researchers assumed that the higher the mean score, the greater the observance of time management skills and job satisfaction levels.

The researchers also interpreted the value of Pearson product-moment correlation coefficient ( $r$ ) between secondary school teachers' time management skills and job satisfaction scores based on Field's (2009) interpretation. According to Field (2009), the values of  $r$  which lied between .10 to .29 was interpreted as weak relationship; the value of relying between .30 to .49 was interpreted as moderate level; and the value of  $r$  lying between .50 to 1.0 was interpreted as high or strong relationship. The researchers fed the collected data into data sheet for analysis in Statistical Package for Social Sciences (SPSS) version 22.0.

**Table 1**  
*Sample profile of the participants*

Demographical Variables	Frequency	Percentage
Sex		
Male	677	64.47
Female	343	32.66
Academic Qualification		
Ph D	04	0.38
M. Phil/MS	37	3.52
MA/M. Sc	783	74.57
BA/B. Sc	226	21.52
Professional Qualification		
M. Ed	288	27.42
B. Ed	492	46.85
CT/AT/TT/PET	270	25.71
Locality of School		
Urban	313	29.80
Rural	737	70.19

Of the 1050 respondents, 677(64.77%) were male teachers and 343(32.66) were female secondary school teachers. Among the sampled teachers, 04(0.38%) had a PhD degree, 37(3.52%) had MS/M. Phil degrees, 783(74.57%) had MA/M.Sc degrees and 226(22.52%) had BA/B.Sc degrees as the highest academic qualification. Of the sampled participants, 288(27.42%) teachers had an M.Ed degree, 492(46.85%) had a B.Ed degree and 270(25.71%) had CT/AT/TT/PET certificates as professional qualification. Among the sampled respondents 313(29.80%) teachers were working in urban locality school and 737(70.19%) were working in rural locality schools.



**Table 2**

*Secondary school teachers' time management skills and job satisfaction level*

TMP	N	Mean	Std. Deviation
Time Attitude	1050	3.37	.510
Scheduling	1050	3.44	.735
Short Range Planning	1050	3.55	.666
Long Range Planning	1050	3.68	.716
Paperwork	1050	3.65	.886
Handling Interruptions	1050	3.49	.988
Priorities	1050	3.75	.877
Job Satisfaction	1050	3.42	.741

The above Table shows the different practices used by secondary school teachers to manage time. The perceptions of secondary school teachers regarding “long range planning” was observed to have the maximum mean value (i.e. 3.68), which shows that this practice has the maximum level of observance among the seven practices of time management. On the other hand, “time attitude” was observed to have the minimum mean score (i.e. 3.37). It shows the lowest level of observance among the seven practices of time management. As the mean scores for different dimensions of time management skills and job satisfaction was found more than the midpoint 3.0, therefore, secondary school teachers had above average level of observance.

**Table 3**

*Pearson correlation matrix between overall scores of teachers' time management skills and job satisfaction*

Variables	TA	S	SRP	LRP	MPW	EP	HI	JS
TA	1							
S	.746**	1						
SRP	.757**	.789**	1					
LRP	.508**	.572**	.680**	1				
MPW	.523**	.646**	.661**	.815**	1			
EP	.484**	.655**	.661**	.745**	.753**	1		
HI	.563**	.734**	.669**	.834**	.690**	.812**	1	
JS	.466**	.445**	.412**	.414**	.432**	.379**	.358**	1

*\*Note:* TA = Time Attitude, S = Scheduling, SRP = Short Range Planning, LRP = Long Range Planning, MPW = Managing Paperwork, EP = Establishing Priorities, HI = Handling Interruptions, JS = Job Satisfaction

The above Table shows the correlation analysis between the different dimensions and overall scores of time management skills; overall scores was found statistically significant. Based on Field's (2009) correlation interpretation, the relationship between time attitude and job satisfaction was found positive significant

moderate; scheduling and job satisfaction was found positive significant moderate; short range planning and job satisfaction was found positive significant moderate; long range planning and job satisfaction was found positive significant moderate; managing paperwork and job satisfaction was found positive significant moderate; establishing priorities and job satisfaction was found positive significant moderate; and handling interruptions and job satisfaction was also found positive significant moderate relationship.

### **Discussion**

This study focused on investigating the time management skills and job satisfaction levels of secondary school teachers in Khyber Pakhtunkhwa and also explored the relationship between the two constructs. The results showed that secondary school teachers' time management skills and job satisfaction had above average levels of observance. Positive significant moderate correlation was found between the different dimensions of time management skills and their job satisfaction levels of secondary school teachers.

The study results showed that skills like having positive attitude towards time, following schedules, setting short and long term goals, managing paperwork, making priorities and handling interruptions are necessary elements for managing time to fulfill academic and nonacademic responsibilities of secondary school teachers. The perceptions of secondary school teachers showed that they had positive attitudes towards time, scheduled their activities on weekly/monthly and term basis, made to-do list for each day, set long term goals in the starting of session, filed their paperwork regularly and appropriately, tried their best to use time productively, handled interruptions properly during working hours, and prioritized their work on importance basis and honour priorities. These findings show that time management is an important skill which the secondary school teachers must possess. These findings resonate with the findings of the previous researches conducted nationally or internationally in which time management skills were considered as an effective tool for their productivity. Furthermore, the findings of the study also showed that secondary school teachers' time management skills have above average level of observance (Kayode & Ayodele, 2015; Khan et al., 2016; Macan, 1994; Classencs et al., 2007; Peeters & Rutte, 2005).

This study found a positive moderate significant relationship between overall scores of different dimensions of teachers' time management and their job satisfaction level. The respondents believed that they felt and took pride in being a teacher. They were satisfied with the school administration, school environment, colleagues' behaviour, working conditions and teaching-learning process at school. They felt that they were making contribution to lives of their students. These findings are supported by previous research studies (Tesfaw, 2014; Crossman & Harris, 2006; Arani & Abbasi, 2004; Deosthalee, 2002; Imam, 1990).

The results of the study also revealed that time management skills of secondary school teachers had positive significant relationship with teachers' job satisfaction level. All the facets of time management practices of teachers had a positive moderate significant relationship with their job satisfaction. This study results suggest that secondary school teachers should practice time management skills to fulfill their responsibilities for enhancing their job satisfaction. This finding supports the findings of previous researches (Bawaneh & Takriti, 2015; Adams & Jex, 1999; Chang & Nguyen, 2011; Classencs, 2004).

### **Conclusion**

The following conclusions have been drawn from the study results: (1) secondary school teachers have above average level of time management skills. They perceived that they had a positive attitude towards time, scheduled their activities properly, set short and long term goals, managed paperwork properly, established list of priorities and handled interruptions efficiently, (2) the secondary school teachers' job satisfaction level was found above average. They were satisfied with the school administration, school environment, colleagues' behaviour, working conditions and teaching-learning process at school and (3) there was a positive significant moderate relationship of teachers' time management practices with teachers' job satisfaction level. Moreover, the time management practices exhibited by the secondary school teachers were in line with their job satisfaction level.

### **Recommendations**

The researchers offer the following recommendations to the different stakeholders, policymakers, school principals and teachers: (1) secondary schools teachers should be trained in time management area. It is recommended that time management practices must be an integral part of all types of trainings provided to the teachers whether pre or in-service programmes and (2) for ensuring maximum job satisfaction level of the school teachers, the provincial and federal governments should increase their salaries and other benefits for sustainability and commitment of the teachers with teaching profession. Moreover, secondary school principals should encourage good relationship with teachers, treat everyone as equals, and show concern towards teachers' needs and problems and also focus on students' academic achievement. Teachers should be conscious about their time management practices, especially with their decision about how to use and manage their time as efficient and effective time management significantly increases their job satisfaction level.

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